

An Approach to

DECISION-MAKING AND COMMUNICATION

Among Women's School Administrators

in Saudi Arabia

Ph.D. Research

by

RAFEDA AL-HARIRI

Institute of Education - University of London

1986



BEST COPY

AVAILABLE

Variable print quality

Text cut off in original

ABSTRACT

The aim of this study is to indentify the difficulties faced by women administrators in making decisions and in communicating, and to try to find solutions for these difficulties.

Women's education in Saudi Arabia is only 26 years old and Saudi women administrators are still taking their first steps in a new field of work and they need practice, experience and training.

This work is divided into three sections:

1.- The development of women's education in Saudi Arabia.

A brief historical background of Saudi women's education. This section also talks about Saudi family structure and the status of women in Saudi society and in Islam.

2.- Theories of effective management

This section is intended to define authority and responsibility, and their relations to decision-making. This section has brought out some definition of decision-making as the heart of administration. Theories for decision-making were considered in this section such as the Barnard theory and Simon's theory of decision-making. From the theories about decision-making indicated in Section two of the thesis, some methods could be implemented in decision-

making in Saudi Arabia women's administration.

3.- Research findings

A questionnaire was sent to 70 Saudi women administrators in Riyadh and 27 Saudi women administrators in Riyadh were interviewed. The questionnaire and interview questions covered all aspects of experience and problems in decision-making and exchanging information.

From the response of the sample, 29 tables were produced. Section three of the research finding was concluded by suggested changes, for example, women must meet men to discuss problems with them, taking into account respect for Islamic customs. It is also suggested that women replace men in the General Presidency of Girls' Education starting with the President. Nineteen further suggested points appear at the end of Section Three, which have been derived from this research work by both ways indirectly and directly.

CONTENTS

	<u>Page</u>
<u>Introduction</u>	8
SECTION ONE THE DEVELOPMENT OF WOMEN'S EDUCATION IN SAUDI ARABIA	24
Chapter 1 <u>Family in Saudi Arabia.</u>	25
Chapter 2 <u>Saudi Arabia as a state.</u>	34
Chapter 3 <u>Women in Islam.</u>	46
Chapter 4 <u>Girls' Education and its structure</u> <u>in Saudi Arabia.</u>	71
Chapter 5 <u>Educational Provision for Women.</u>	91
Chapter 6 <u>Women and Work.</u>	112
Chapter 7 <u>Further change expected for</u> <u>women's education</u>	119
SECTION TWO THEORIES OF EFFECTIVE MANAGEMENT DECISION-MAKING AND COMMUNICATION	137
Chapter 8 <u>Theories of Effective School</u> <u>Management</u> Introduction What is school administration? Styles of administration. Behaviour of the active manager. Human Relations and their effect on educational management. The school Principal as a manager in the education system. The role of the Principal in School Supervision. Traditional and Modern Supervision. Techniques of supervision and approaches to the subject. Conclusion.	138
Chapter 9 <u>Decision-Making</u> Introduction Organisation and decision-making. Types of organisations. Formal and Informal organisation. Authority and Responsibility. Definition of decision-making. Theories of decision-making. Simon's theory of decision-making. Barnard's theory of decision-making. What steps are needed for decision-making. Decision-making techniques. Types of behaviour in decision-making.	179

The behavioural problems that effect decision-making.
Motivation and its effects on decision-making.
The development of basic needs to motivate.
Raising the effectiveness of decision-making.
Types of decision-making.
Information and decision-making.
The problems of information among Saudi administrators.
The involvement of the Saudi manager in decision-making.
Conclusion.

Chapter 10	<u>Communication</u>	231
	Introduction	
	Communication's network.	
	Ways of communication.	
	Basic elements in communication.	
	Kinds of communication.	
	Formal and informal communication.	
	Difficulties in communication.	
	How to make communication effective.	
	The organisations.	
	Meetings and committees as a way of effective communication.	
	How to improve communication among Saudi women's administration.	
	Summary.	
	Conclusion.	
	Summary of Chapter 1-10.	
SECTION THREE	RESEARCH FINDINGS,	
	QUESTIONNAIRE AND INTERVIEW WORK	270
	Introduction.	
	Definition of elements of the sample.	
Chapter 11	<u>Questionnaire and Interview as a method</u> <u>information about communication and</u> <u>decision-making.</u>	279
	Elements of question.	
	Questionnaire.	
	How was the questionnaire made.	
	How was the interview made.	
	Summary.	

	<u>Page</u>
Chapter 12	<u>Characteristics of Saudi Women's Educational Administrators</u>
	290
	Introduction. General questions.
Chapter 13	<u>Communication, ways and methods</u>
	316
Chapter 14	<u>Problems in communication among the Saudi women administrators</u>
	332
Chapter 15	<u>Authority and decision-Making.</u>
	368
Chapter 16	<u>Work Evaluation</u>
	386
Chapter 17	<u>Homes and Schools</u>
	394
Chapter 18	<u>Curriculum</u>
	402
Chapter 19	<u>Conclusions to the Survey findings</u>
	413
	Suggested changes and recommendations. Conclusions.
Appendix 1	<u>Questionnaire and Interview Schedule</u>
	424
	Questionnaire Covering Letter Questionnaire forms. Interview forms.
Appendix 2	<u>Figures and Tables</u>
	435
	Figure 1. Distribution of Female staff by nationality 1981-82. Figure 1,2,3,4 and 5. Saudi Girls' Schools administrators and teachers 1981-82. Figure 6. The structure of interior administrations of Girls' Colleges 1980-81. Figure 7. The structure of Girls' Educational system.
	Table A. Teaching staff, Number of schools, classes and students in Saudi Arabia 1970-83. Table B. Annual Rates of Growth of Education for females 1970-71 to 1982-83. Table C. Saudi undergraduates, and all graduates 1981-82. Table D. Growth of Students (Girls) during 19 years - 1963-64 to 1981-82. Table E. Students by Colleges 1969-70 & 1979-80. Table F. Lesson plan for Secondary schools (girls).

	<u>Page</u>
Table G. Lesson plane for Elementary school (girls).	
Table H. The needs of childhood in Saudi Arabia.	
Table I,J,K,L, The progression of Girls' schools in Saudi Arabia from 1958-1982.	
Table M. The procedures for scientific technique of Decision - Making.	
Table N. The percentage of Saudi managers who follow the scientific Techniqu of decision - Making.	
Table R. Problems of decision-making in Saudi Arabia.	
Table S. Number of students and staff of the interviewed sample.	
Table T. Qualifications of the questioned sample.	
Table U. Years of experience that the questioned sample have.	
Table V. Comparative tables between Table4 and table U	
Table W. Level of authority in decision- making.	
Table X. Decision-making & the Administrations' role.	
 Bibiliography.	467
Other References	472

Introduction

Girls' education in Saudi Arabia started formally in 1960 with a few elementary schools and has expanded to include universities and higher education.

This thesis is about education in Saudi Arabia, with particular reference to educational problems arising from the way in which Islamic culture divides men and women and makes effective management and decision-making difficult to achieve.

The thesis is divided into three sections which are:-

- 1.- The development of women's education in Saudi Arabia.
- 2.- Theories of effective management.
- 3.- Research findings.

SECTION ONE. WOMEN'S EDUCATION IN SAUDI ARABIA.

Saudi Arabia is an Islamic country and takes priority over other Islamic countries because it is the home of the messenger of the Islamic faith,⁽¹⁾ and guards the Holy Islamic areas located in Makkah and Medina, in the west part of the country. The Kaaba, which every Muslim should face during his/her daily prayers, is located in Makkah. Every Muslim man or woman must visit this place at least once in his/her life if he or she has the ability

1. The education in the Kingdom of Saudi Arabia, Dr Al-Zied A. 1984. Nadi Mecca Al-Thakafi Al Adabi.

i.e. enjoys good health and can afford the journey, this is according to the Holy Quran.⁽¹⁾ Also there is the Mosque of the Prophet Mohammed in Medina.

Saudi Arabia follows the Islamic law and legislations. According to the respect of Islam in Saudi Arabia, the society is very closed and conservative. It represents the Islamic society, women are separated from men in all sections, women are not allowed to appear in public without wearing the veil, they are allowed to appear without it only to their own fathers, uncles, brothers, husbands, sons and brothers in suckling. Women are not allowed to interfere in men's business, but on the other hand, women are very respected and they are treated kindly and with respect by the public.

Family structure in Saudi Arabia is very strong. The relations between every member of the family and the others is very strong and polygamy still exists. The large size of the family encourages early marriage and polygamous marriages as well. Families are large in number, mother and father are heads of each family, sons and daughters take care about their parents and support them until their death. The relationships between each family member and the relative is very strong. Neighbours are helpful to each other, they live in a community just as one family. Saudi families are large in number, which contains the grandfather, grandmother, father, mother,

1. The Holy Quran, Al-Umran, Chapter 4.

and children. Everybody feels a part of everybody else's life. The family forms a very strong structure.

All schools in Saudi Arabia insist on teaching the Quran and Sunna to the young children as main subjects, right from the start, in order to develop good citizens who are good Muslims.

The population of Saudi Arabia is 7,000,358. The system of government is Royal Monarchy, and the basic law of Saudi Arabia is derived from the Holy Quran and the Sunnas as are the legislation texts, whose provisions apply the precepts of Islamic law.

Organisation of Petroleum Exporting Countries (OPEC).⁽¹⁾ In dealing with the Gulf countries, Saudi Arabia is a member of the Gulf Co-operation Council (GCC) which was created in 1981.

The Saudi Government is doing its best to make the country achieve the best method to reach the goal of educating the women with the Islamic theory which respects the women and gives her rights and duties.

The traditions in Saudi Arabia are based on Islam which is the formal religion of the country. Saudi people are 100% Arab Muslims. There is no other religion

1. Policy of Education in Saudi Arabia, Dr. Essa A. Dar Al-Lewa, Riyadh, 1979 p.11.

existing beside Islam in Saudi Arabia. Islam is the kind of religion which organises the social life, gives everybody the right and duty to work as an active element in the society. Islam respects women just as men, but gives the right to control women's movements and considers men to be responsible for women.

Islam has called for the education of both sexes but separately, co-education does not exist in Saudi Arabian schools except for pre-school children in private schools,⁽¹⁾ therefore, the field of work for women was not limited by Islam, but by the social policy which ensures that women are separated from men and to keep her in respect according to her nature of life within her society, also women are not allowed to drive a car for social reasons so not let the women to appear to the public, and consider driving the man's responsibility.

The separation between men and women does not affect the chance for each sex to be educated, the government encourages both men and women's education by offering free education in all schools and levels with monthly payments made available for each student so as to support their needs for education.

Islamic tradition demands the creation of separate educational facilities for women especially at the higher education level.

1. The Education in the Kingdom of Saudi Arabia, Dr. Al-Zeid A. 1984, p.70

In the fifties, the Ministry of Education, an organisation responsible for the education of boys, made it possible for ambitious girls to earn official school certificates, by allowing them to take the intermediate and secondary school examinations as external students.⁽¹⁾

The first attempt towards giving Saudi Girls a kind of formal education was started by opening Dar al-Hanan's school. Dar al-Hanan was founded in 1957, as a small residential school for poor, orphan girls by H.M Queen Iffat, widow of late King Faisal.⁽²⁾

Formal education for girls was officially recognised only in 1960, when the King announced in a Royal speech, that it had been decided upon the wish of the religious men of learning to open schools for girls under a committee responsible to the Mufti.

Girls education from Kindergarten to the higher educational levels was controlled by the General Presidency of Female Education, which is headed by a male religious figure and was responsible to the King. Female education in the 1970's extending to the University level,⁽³⁾ remained completely segregated from those of males.

-
1. Research report, Institutions of Higher Education for women in Saudi Arabia, Al-Bassam I. Int. S Educational Development, Vol. 4 No. 3, p.255-258. 1984.
 2. Same reference as (1).
 3. Education in the Kingdom of Saudi Arabia, Abdul Wassie A. Tuhama, 1983, Jedddah, S.A.

The President of Girls' Education enjoys the same powers, privileges and status as a minister. The President is assisted by a vice president and a deputy President for girls' colleges.

Riyadh College of Education for Girls was the first institution of higher education for women in Saudi Arabia. Later, seven more institutions of higher education for women were opened all over the country. Universities are taking into consideration the training of teachers and teacher training institutes as well.

Education for women at all levels is free, as it is for men.

Saudi Arabian schools follow the three-stage sequence of education adopted in 1958 by all members of the League of Arab States. Educational policy in the Kingdom of Saudi Arabia states that the aim of education is the correct understanding of Islam and the inculcation and dissemination of the Islamic creed, is the imbuing of the student with Islamic values, doctrines and ideals in the imparting of the various types of knowledge and skills: the social, economic and cultural development of society and the preparation of the individual to be a useful participant in the building of his society.

Since Saudi Arabia is the foremost representative of Islam and has a very conservative society that implements

Islamic legislation in its daily life, it is balancing the needs of the people and the traditional way of life, so while it called for women's education in the country, at the same time it was concerned to preserve traditional Islamic culture. By limiting the field of work for women in this way, it enables her to be an active element by getting her education and maintains the Islamic customs and traditions which society imposes to avoid employment which forces women to mix with men. So the opportunities for women to be educated are limited within the frame of society's traditions.

The object of a woman's education in Saudi Arabia is to bring her up in a sound Islamic way, so that she can fulfil her role in society as a successful housewife, ideal wife and a good mother, and to prepare her for other activities that suit her nature of social life inside the country such as teaching, nursing and medicine.

Therefore, women's curricula differs from men's. It is very limited within the frame of preparing educated mothers, wives teachers, nurses and doctors as well.

The Quran did not limit the field of work for women, but it did forbid her to show her attractiveness to strange men.

The Saudi families are concerned about their girls education just as much as their boys, and the number of

girls schools in the country is increasing. Attention has been paid towards a more organised life. Polygamous marriage is decreasing now because of girls' education which enables women to have a better understanding of married life.

From what has been said, girls' education is expanding gradually and the faculty of Saudi women is now replacing employees on contract from other countries in school teaching, administration and medicine. The trend is to appoint Saudi citizens to top administrative positions.

However, lack of direct communication between men and women at work causes problems for effective management of the system of girls' education. This leads us to focus on communication and decision-making in administration which will be discussed in Section Two.

SECTION TWO

Decision-making is defined simply as an operation of choosing a substitute among many substitutes. This choice is made after a wide study and analysis of all sides of the problem which is the subject under decision.⁽¹⁾ No decision can be made without communication, so communication is considered as the heart of decision-making.

1. The Management, Allaky M.A. Tuhama, 1981 p.119

But we have always to remember that there is no effective decision to be made without an effective means of communication.

Communication is simply defined as a social interaction, it is transferring and receiving the information from one person to another and it is the method of uniting the variable activities for the organisation.⁽¹⁾

Our life is based on communication, whether oral, written or the use of gesticulation. The new born baby is developed by using little words gradually until he grows up with full information on how to express himself, so he can be understood. The method of decision-making anywhere, starting with home and ending with the formal and semi-formal offices, depends upon communication and its effectiveness is dependant upon the effectiveness of using the right method of communication.

The section then covers decision-making within Girls' School administration in Saudi Arabia.

Although school administration is still a modern science which started in the 20th century, girls' school administration is an even more recent creation since girls' education in Saudi Arabia started only 26 years ago, a very short period of time compared with women's education in developed countries.

1. Thierauf, Klekamp, and Geeding, p. 520 New York 1977

Since Islamic rules have a large influence on the women's life, the administration and stature of girls' education in Saudi Arabia is controlled by men who are the senior administrators. The most senior women in administration are supervisors in offices, schools and girls' colleges. Girls' education is governed by the President (male) and all higher administration is directed by men as well, and at the same time women are not allowed to meet any strange men in any face to face communication.

The system is centralised. The financing, supplement, directions, orders, etc., all come from male heads of departments. The women however have ideas, suggestions, evaluation forms and are involved in scheduling and they must keep in contact with the male administrators. These women administrators are allowed to communicate with men only by:-

1) - writing, 2) - telephone, 3) - some organisations are supplied with closed circuit TV, so it is used for communication. Women therefore transfer the messages or information coming from the higher administration (men) to other women who are teachers, employees, assistants, etc.

This research was especially designed to find out the weaknesses of communication and decision-making in girls' schools which may arise from the discontinuity of contact between different levels of administration. Since the higher level of administration are dominated

by men and at the same time, girls' schools, institutes and colleges are directed by women, who refer to the higher administration (men) without any meetings.

SECTION THREE

Section three reports on research in Saudi Arabia since research and references about communication and decision-making in the administration of women's education are only available for a few limited subjects, it was decided to conduct a questionnaire and interview survey with a sample of Saudi women administrators to try to find out the work situation of women administrators, especially in the communication and decision-making fields.

Since decision-making and communication are affected by each other, the questionnaire concentrated on communication and decision-making problems. It is important to differentiate people from various administrative levels. The questionnaire was followed by an interview to give further and more detailed information.

Questionnaire

The questionnaire was administered to a sample of women administrators designed to find out the difficulties that they face and to suggest some recommendation to

overcome any weaknesses if there are any. The questionnaire forms were given to a sample of 70 women administrators in the city of Riyadh. A sample of the questionnaire form and covering letter which were given to the administrators to be asked are included at the back of this thesis. Answers for the questionnaire were analysed and its tables were constructed to summarise the administrators various answers. The questionnaire was grouped into five sections which were:-

Group One

Personal questions which include academic qualifications, age, title of the administrator's present position, nature of her job, and the way which she obtained her experience. These questions were used as a preliminary to further questions and to find out whether the administrator's qualifications and experience related to her decision-making.

Group Two

Inter-staff communication, which includes questions about what the education officer communicates with the women administrators. What is the largest problem the administrator faces in communication with her education officer and with her staff, how does she think communication between women school administrators and men in the educational centre of the General Presidency could be improved.

Since communication is essentially a social affair which enables the social unit to grow, it is an integral part of the process of management. These questions were asked to find out how the communication between women administrators and men in General Presidency is taking place and what are the difficulties they face. The respondents were asked to give reasons for difficulties which they experience and to give some recommendations for improvement in decision-making about women's education. It was not possible to question the men ... because the face to face interview can't be done with men to discuss and negotiate problems and difficulties, since the women are not allowed to meet strange men.

Group Three

Authority and decision-making. This group included questions about equality between authority and responsibility, the level of decision-making of each administrator in the sample, the basis of decision-making, such as reliance on past experience, regulations, discussing colleagues' opinions or some other factors and difficulties in making decisions. These questions were designed to find out who is the person who makes the final decision, how much authority the female administrator has and what is her role in making decisions. Then to find out the women administrators' ability or difficulties in making decisions.

Group Four

Information and aids for school management.

These questions were designed to find out the general level of education of each administrator, because leaders' education level will reflect on her management as well as her personality.

Interviews

Following the questionnaire, a further sample of administrators was interviewed to obtain more detailed information. Because the questionnaire was very limited in answers it may not help us to find the whole picture of the problems or situation in details. Twenty-seven women administrators in the city of Riyadh were interviewed and the questions were grouped into five sections which are:-

Section One

General questions about every interviewed women administrators' position how many students and employees each interviewed administrator has in her school.

Section Two

Communication.

To find out if there are any communication problems or difficulties that the administrator suffers from.

Section Three

Authority and Responsibility.

To find out how much authority the women administrator has and her role inside her organisation.

Section Four

Curriculum.

A curriculum is an attempt to communicate the essential principles and features of an educational programme in such a form that it is open to critical scrutiny and capable of effective translation into practice.⁽¹⁾ Since the curriculum is by nature based on the balancing between various kinds of knowledge and takes into consideration the achieving of the development of the human being at all human and emotional levels, so the curriculum should include the development of a child's ability as a whole. Because the curriculum among girls' schools is static and inflexible, but moving very slowly according to the change and movement of the social life, this section was designed to find out what role the administrator may have in curriculum planning and design.

1. An introduction to curriculum research and development, Lawrence Stenhouse, Heinemann, London 1975, p.4.

Section Five

Work evaluation.

Any organisation benefits from co-operation and understanding between the employer and employees, therefore this section was designed to know how the administrator's work is evaluated, who evaluates her work and to find out if she is satisfied or not with the method of evaluating her work.

Interviews were conducted by meetings and telephone calls, the answers were analysed and summarised in tables. After the questionnaire and interviews, the results and recommendations have been collected and discussed in Chapter Nineteen.

It is hoped that this research will enable Saudi Arabian administrators to make more effective decisions about women's education and in turn lead to better educational opportunities for women.

SECTION ONE

The Development of Women's Education in Saudi Arabia.

Saudi Arabia - Family Structure, population, area,
Government. Saudi Arabia and its relation with Gulf
States.

CHAPTER ONE

Family in Saudi Arabia

The "Family" is a social unit, the members of which are united by the strong bond of marriage or blood. The starting unit is marriage, and the resulting social unit, a family, consists in its simple form of the husband and wife and their unmarried children.⁽¹⁾

The Islamic family is not a private affair of no concern to the rest of society.

The Saudi family contains the mother, father and their children. But if the man has more than one wife, he supplies each wife with a house to live in with her children, and he schedules his time so as to divide it between them.

According to the sayings of the Prophet Muhammed, "He is not one of us who does not have mercy on the younger, or does not respect the older." Following from this statement, everybody in Saudi Arabia, as in any other Muslim Country, has to behave himself in the way that Muhammed has described. The mother has a very strong position in each family. All her children, old and young, must take care of her and must respect her words and try to satisfy her needs throughout her life. The father, on the other hand, is a very respected

1. The Islamic view of women and the family: Muhammad Abdul-Rauf, New York Speller 1977.

person who has authority in the house and has the strongest word. The Saudi family is a very structured one. Everyone is close to each other. The Kingdom of Saudi Arabia has established thousands of schools, both public and private, to develop a well-educated society. Every child is sent to school at the age of five, to start at Kindergarten level. The entrance age for elementary school is six. So people are very anxious to send their children to school early. Women are also going to school (the illiterate women). There are many adult schools to prepare women to be successful mothers and housewives. The Saudi Arabian government makes education available to everyone at every age and provides schools all round the country.

Since the society in Saudi Arabia is a Muslim society, which respects Islam and considers it as a law and an order, people follow a pattern of life which is similar between one family and another.

People aged ten and under represent the largest sector of the population, according to the survey done for the year 1962.⁽¹⁾ People of this age-group represent 37% of the total population. People between the ages of ten and twenty-one represent 30.8% of the total population. That shows a high percentage of younger people, and that is because of the high number of females and polygamy

1. Survey of population of Saudi residents and companies. 1962. p.13

and the lack of organisation of birth-control. This causes problems in the fields of medicine and education. In the year 1973-74, the number of students in different levels of education was 844,308.⁽¹⁾

Comparing the size of the Saudi family with international averages, we find the Saudi family is a large family. This is because it is considered in Saudi Arabia that a nuclear family is a family which contains the father and the married sons and their families in one house, all these people form one family. The Grandfather is the leader of the family. In the event of his death, his eldest son will take his place in leading the family. The large size of the family encourages early marriage and polygamy as well. But the size of the family in Saudi Arabia appear to have gone down in recent years. The survey of population for 1974² indicated that the total number of families in Saudi Arabia is 1,211,500 and therefore the average family's size is 5.79 people, which is a relatively low figure.

It is important to mention that the number of people per family in the towns is less than the number of people per family in the villages and among the bedouin. This is because of the level of civilisation in the towns and the opportunities of jobs, as well as the

-
1. The Statistical Year Book. Tenth edition. 1974. p.36 Riyadh. Ministry of Planning.
 2. Geography of the Kingdom of Saudi Arabia Al Sherif A. Riyadh 1982

complication of life and the availability of education. In addition to that, the age of marriage for men is higher in the cities and towns than the ages of marriage between the bedouin and the village people. Also, polygamy is lower than average among the men of the towns and cities. In general, early marriage for girls is acceptable and desirable in Saudi society. Re-marriage for widows and divorced ladies is also quite normal.¹

Personal Relations

Since the family in Saudi Arabia is a big family which contains the grandfather, grandmother, father, mother, and children, the relations between the individuals in each family is very strong. Everybody feels a part of everybody else's life. The family forms a very strong structure. That strength includes all the relatives as well, because of the influence of Islamic culture. God exhorts the people to be good to their relatives, and Muhammad the Prophet insisted on helping relatives, "Relatives are the first outlet for your kindness".

People are not only close to each other within the families. In addition, the neighbours are very close to each other. Among the sayings of the Prophet is a statement: "The person who believes in God and the after-life should be generous to his neighbour." So Saudi

1. Geography of the Kingdom of Saudi Arabia, Dr. Abdul-Rahman Sadiq Al-Sherif. part One. Riyadh, 1982

people, who are very conservative about their religion, do their best to be very close to each other in each community. Ladies' neighbours, friends, and relatives help each other and take care to issue invitations and hold social parties and daily meetings. Men have the same type of social life. They meet with each other very often, and they meet together every day in someone's house in an area isolated from the ladies.

Children derive their habits, ideas and customs from the home and from their social environment, as well as from the school where they receive instruction together with the resulting cultural development. Since the Holy Quran is the constitution of the country, Saudi Arabia has derived Islamic culture from the Quran and from the Sunna (sayings of the Prophet Muhammad.)

All schools in Saudi Arabia aim to teach the Quran and the Sunna to the young children as a main subject, right from the start, in order to develop good citizens who are good Muslims and, at the same time, good elements in society, (see Table F & G at the end of this thesis).

In addition to the thousands of schools in the Kingdom of Saudi Arabia itself, Saudi Arabia is concerned with spreading education outside the confines of the country. Missions specialising in different subjects have also been sent to various Arab, Islamic and foreign

countries, so as to help meet some of the needs of the ministries and centres. The following organisations also regularly make contact with equivalent groups abroad, to help develop education and Islamic culture:

- a) School cultural associations at the various educational levels.
- b) Cultural groups run by government and non-governmental bodies such as the 'Young Girls of the Peninsula' in Riyadh, and the 'Red Sea Club' in Jeddah, Saudi Arabia

In addition, both the Ministry of Labour and Social Affairs and the Ministry of Education have cultural institutes and centres for young people.

One important aspect of educational policy in Saudi Arabia during recent years has been the granting of scholarships to Saudi students to enable them to pursue specialised studies abroad. But care has been taken not to upset family life as a result of this policy, and the wives and children of those chosen to study abroad receive financial support to accompany their husbands/fathers.

Inside the Kingdom of Saudi Arabia, there are many different sources of activity to meet the needs of the young people and to encourage their creativity as well. These sources include:-

1. The General Directorate for Youth Sponsorship. This organisation gives training and encourages young

people to be creative. It makes great efforts to promote the output of young people in the different fields of cultural activity which are the responsibility of this establishment. It was created in 1953 as part of the Ministry of the Interior. In 1975 it was linked administratively with the Higher Council for Youth Sponsorship.¹

2. Literary Clubs established in 1975 as part of the General Directorate for Youth Sponsorship. This organisation was announced by the Director in the course of a national poetry festival. It was created to help the community to be and stay as a modern Islamic community, and to enable writers to help Arab Literature to survive and be improved.
3. The Department of Popular Arts. This was created in 1975, with the aim of helping young people to improve their talents.
4. The Arab Centre for the Revival of the artistic Heritage. This belongs to the General Directorate for Youth Sponsorship, and was created in 1975. This Centre aims to help the Kingdom of Saudi Arabia to co-operate with the Arab Organisation for Education Science and Culture.

These activities are an example of the many different establishments for young people. All the above are for

1. Studies & documents on Cultural policy in the Kingdom of Saudi Arabia Mohammed Abdullah Almani & Abdul Rahman Al Sabit UNESCO 1981.

young men only. Young women have their own clubs, such as the Nahda Association for Women, established in 1960, the Wafa Association and the Fesilyya Association. These associations are led by educated women from society, who are willing to work in this field. The aims are to help women to improve their activities and talents. They have courses for typing, English teaching, literature, creative writing, music, beauty lessons and many other different social activities such as helping poor people, educating illiterates and guiding families of lower income.

These activities help to prove the ability of young men and women to help society to achieve a better life, by developing their hobbies and talents.

Conclusion

The family in Saudi Arabia is a part of society, which represents customs and habits and has a very strong structure. Society as a whole is improving its position and trying to reach the peak in education and technology. People are very concerned about sending their children to school.

At the same time, the Saudi educational system gives a central role to Islamic doctrines and values, which in their turn support the concept of the family as the key

social unit and stress the vital importance of family links. As a result, educational progress consolidates family-life, instead of weakening it.

CHAPTER TWO

Saudi Arabia as a State

The Kingdom of Saudi Arabia is bordered on the North by Iraq, Kuwait and Jordan. On the East, it is bordered by Qatar, Bahrain, Oman and the United Arab Emirates. On the South, it is bordered by North and South Yemen and on the West by the Gulf of Aqaba and the Red Sea. All these countries have a good political relationship with Saudi Arabia.

The Territories of Saudi Arabia are divided into fourteen main administrative parts, each part is called am "Emara". All of them belong administratively to the Ministry of the Interior in Riyadh. These fourteen states are divided into four groups:

1) - The First Group: this is the largest. Each one of its states contains more than a million people. The group contains two states (Emaras) only. The first one of these is Makkah, which has the largest population in Saudi Arabia. This high percentage of population in Makkah is because some states were included in it, such as Jeddah and Taif. The second state is Riyadh, the capital of Saudi Arabia. This contains 19% of the total number of the population. There are two Emirates included in Riyadh. One of these is Afif and the other is Khasera. Both of these are desert areas which only have a very small population. The area of Riyadh is about 350,000 square kilometres.

2) - The Second Group: each state here contains about 500,000 to 1,000,000 people. This group contains three Emirates: the Eastern part, which is the petrol-producing area, Asseer and Medina.

3) - The Third Group: this contains Emirates of medium size. Each one has between 100,000 and 500,000 people. The group contains seven Emirates, which are Jazan, Qaseem, Hayel, Tabouk, Baha, Najran and the Northern Territories.

4) - The Fourth Group: this includes the smallest Emirates in area and population. Each one has a population of less than 100,000. It contains two states only - Jouf and Gurayaat.

Saudi Arabia is a very important country in the Muslim world because it has the Holy Places; Makkah, which has the Kaaba that every Muslim should face in his daily prayer, and which every Muslim is requested to visit at least once in his or her life; and Medina, the place in which the Prophet Muhammad is buried and which has the Prophet's Mosque. These two states are located in the Western part of the Kingdom and more than a million Muslims come to visit them yearly for the pilgrimage from all over the Muslim world.

The Organisation of the Saudi Government

Saudi Arabia has a Royal Monarchy as its system of government. To identify the Kingdom of Saudi Arabia, there is a formal emblem, which has two crossed swords and a date-palm tree in the middle. That means that wealth and happiness cannot come without justice. The flag of the kingdom of Saudi Arabia is green. It has in the middle a sword which has written above it: "There is no God but Allah, Muhammad is His Prophet." That indicates the statement of Islam, Justice and Happiness. The basic law of Saudi Arabia is derived from the Holy Quran and the Sunna, as are the legislative texts, whose provisions apply the precepts of Islamic law.

The founder of the Kingdom of Saudi Arabia was King Abdul-Aziz Ibn Saud, who united the country in 1925. From that time to the present day, the system of government has been a royal monarchy.

Social Life in the Past (before King Abdul Aziz)

Tribal life was the characteristic form of social life in the Arabian peninsula. The tribe was the basic social unit. The inhabitants were either Bedouin who moved from place to place, seeking water or grass for their cattle, or urban people who had settled in oases and villages. This life created an unsafe and unstable environment. As a result, people never felt a sense of

belonging to society, and never felt any sense of citizenship. They started to believe in any power that they felt was strong enough to protect them, such as graves, trees, stones and stars. That was contrary to Islam and its message.

All the Arabian countries were controlled by the Ottoman Empire for about two hundred and fifty years before the era of Abdul Aziz. Arab countries suffered during that time from constant crises, which led the Arabs to get rid of the control of the Ottomans. Ottoman control extended from the year 1738. Meanwhile, the British were trying to extend their zone of influence into the Gulf area from the beginning of the 1760's, when British power entered the area. Real authority was in the hands of the Shareefs in Hijaz and Assir, the Alaween in the Yemen, and in the rest of the Arabian peninsula, in the hands of the Princes and Shaikhs.

The most famous families among those in authority at the time were the Al-Muamer in Ayayneya, Dahham bin Dawas in Riyadh and the Al-Saud in Duriya. By the year 1682, authority was in the hands of Mugren bin Tarkhan who selected Duriya as a capital for his government. His son Saud came after him, and then authority was given to his grandson Muhammad bin Saud, whose rule lasted from 1725 to 1765. During this era, the religious revolution was started by an agreement between the Saudi Prince and the Shaikh Muhammad bin Abdulwahab.

The inspiration of Muhammad Ibn Abdulwahab was a clear sense of the original precepts of the Islamic religion, uncluttered by any of the superstitious accretions (such as the worship of graves) which had accumulated during the "dark centuries" of the Middle Ages in the Arabian peninsula. This sense of a "call", a return to the true precepts of Islam, is still a crucial element in the political dynamics of the Kingdom of Saudi Arabia.

The relationship between the Saudi state and Shaikh Muhammad Ibn Abdulwahab was forged in 1744, when the Shaikh sought and received refuge with the Ruler of the tiny Nejdi state of Duriya, Muhammad Ibn Saud. Both sides benefitted greatly from this association. The ideas of the Shaikh, and his immense popular appeal, helped to bring the conflicting peoples of the peninsula together. In particular, his concept of "tawhid" (believing in God only) provided an inspiration for people who had lost the sense of mission in their religion, and had been diverted towards superstitions more characteristic of paganism than of monotheistic religion.

Over the second half of the eighteenth century, and during the nineteenth century, the territorial extent of Saudi authority depended on the strength of Saudi political leadership, the strength of rival leaderships

on the peninsula, and the presence or absence of an externally-backed military force in Arabia. By the time of Muhammad Ibn Saud's death in 1765, most of the Najd (the middle and Eastern part of Saudi Arabia) was under Saudi control. When Muhammad Ibn Abdulwahab died in 1792, that control had been extended south to the Rub-al-Khali (Empty Quarter). Al-Hasa (in the eastern part) was captured in the closing years of the eighteenth century, and shortly thereafter Saudi forces gained their richest prize - control of the holy cities of Makkah (1801) and Medina (1805), and of the greater part of the Hijaz (the western part of Saudi Arabia).

The capture of the holy cities led to a response from the Ottoman government, which in 1814 empowered its Viceroy in Egypt (Muhammad Ali) to free the cities from Saudi control. As a result, Muhammad Ali's son with his troops forced the Saudis back to the Najdi heartland, and in 1818 they destroyed the Saudi capital of Duriya. The Al-Saud were driven back from Najd and took up temporary residence in Kuwait.

To reconstruct the Saudi state, a new form of military force was created, with the name of Ikhwan. This was developed by Ibn Saud and his followers. The Ikhwan as a military group were started in 1912, when the need for such an instrument became apparent. The territorial extent of the reconstituted Saudi state spread rapidly between 1902 and 1926. Between 1902 and

1906, Abdul Aziz Ibn Saud consolidated his control over central Nejd. In 1913, al-Hasa came under Saudi control as a result of the expulsion of the Ottoman garrisons there. In 1919, after defeating the troops of the Sharif Hussain of the Hijaz at the battle of Khurma, Abdul Aziz began to exert pressure on Hijazi territories. In 1920, territory in the vicinity of Kuwait came under Saudi control. In 1921, the independent power of the Al-Rashid in Northern Arabia was brought to an end, and their territory was incorporated in the Saudi state. In 1923, Abdul Aziz secured control of much of Asir, and by 1926 the main part of what is today the Kingdom of Saudi Arabia had been integrated into the Saudi state. The State was known as the Kingdom of Hijaz, Nejd and its Dependencies until 1932, when the modern name of the Kingdom of Saudi Arabia was adopted.

King Abdul Aziz ruled the Kingdom until his death in 1953. Then his son Saud came as King until 1964, when his brother King Faisal bin Abdul Aziz took his place to be the new King. Faisal ruled the Kingdom until his death in 1975, when King Khaled became the Ruler of the Kingdom until his death in 1982. After his death, His Majesty King Fahd bin Abdul Aziz started his reign, and is still the King of Saudi Arabia.

Since the kingdom of Saudi Arabia was created as a religious state including the holy lands of Makkah and Medina, the form of government is based on the ideas of

King Abdul Aziz and of Shaikh Muhammad Ibn Abdulwahab, who had the idea of a country ruled according to the religious and social message of Wahabism.

There are two powers ruling the country: firstly the King and his government, and secondly, the religious people who are very respected and powerful, because the country is an absolute monarchy, theoretically limited only by the Divine Law or Shari'a. The Shari'a must be obeyed by everybody, even the King himself. The Shari'a is supplemented by a fairly large body of custom (such as, for example, the rules regulating the behaviour of women).

King Abdul Aziz summoned a Majlis al-Shura in 1926, which is a committee for counselling and discussing affairs between the King and the religious people. That is according to the Quranic injunction: "Take counsel among yourselves." The religious people are the instruments in the King's rise to power, and the King still needs their support. Even the opening of Girls' schools in 1960 was given to the religious people, and is still managed by them. They take care of the behaviour of the girls, and educate them in a way that does not conflict with the Islamic law.

Relations between Saudi Arabia and the Gulf States and Muslim Countries

Since the Kingdom of Saudi Arabia is the centre of all Muslims who are requested to visit the Holy Land in Makkah and Medina (the Pilgrimage) from all over the world, the policy of the relationship between the Kingdom and all Arab and Muslim countries is very strong. This policy is based on co-operation and is intended to lead the Muslim world to a happy and satisfactory life.

Saudi Arabia plays a prominent role in the Arab League Organisation, whose treaty was brought into force on 22nd March 1945. Saudi Arabia was one of the established countries which co-operated and volunteered in drafting the Charter of the Arab League Organisation, which aims to unite all Arab countries and to solve the problems between them and to harmonise their points of view, so as to strengthen the neighbourly and brotherly relations with them. The countries involved are: Saudi Arabia, Jordan, Morocco, Algeria, Tunisia, Libya, Sudan, Egypt, Yemen, South Yemen, Syria, Lebanon, Kuwait, Iraq, Bahrain, Qatar, Oman and the United Arab Emirates, Mauritania, Somalia & Djibouti.

In addition, Saudi Arabia was included as a member of the United Nations on 1st March 1945, and assumed membership of this international organisation aiming to

bring about peace between nations. Because Saudi Arabia is one of the countries which export petroleum, it is an active member in the Organisation of Petroleum Exporting Countries (OPEC), the organisation which keeps the balance of the petroleum price in equilibrium to balance and protect its budgetary position.

Those countries which are members of OPEC co-operate to control the price of petrol, which is the main source of their exports. OPEC manages the marketing of petroleum and ensures the rights of the producer countries. It is important to mention the position of Saudi Arabia in keeping the Muslim world united, and encouraging Muslims to go back to the soul of Islam as a Way of Life. King Faisal bin Abdul Aziz Al Saud called for Islamic unity among all Muslim countries to defend their holy lands and beliefs. In dealing with the Gulf countries, Saudi Arabia is a member of the Gulf Co-operation Council (G.C.C.), which was created in 1981. The aim of this organisation is to encourage the Gulf states to work in a way which proves their unity and co-operation. The countries involved in G.C.C. are Qatar, Saudi Arabia, Oman, United Arab Emirates, Kuwait & Bahrain.

Conclusion: State and Culture

1 - Because of the similarity of nature and climate in Saudi Arabia and the Gulf states, and the nature of the land which facilitates movement from country to country (especially for the Bedouin), there has been a spread across the borders of these states of families from the same race.

2 - The similarity of customs and traditions, religion and language formed the people of Saudi Arabia and the Gulf States as one complete unit. But Saudi Arabia is considered as the mother state. This is because of the vastness of its area, the large population and the location of the Holy Places in it. All these factors gave it the important role of being the heart of the Gulf countries.

3 - For the above reasons, women in these various Gulf countries follow the same kind of behaviour. They act in a very conservative manner, and follow the way of life that society imposes on them in fields such as marriage, work opportunities, etc. But there are some particular constraints that limit the movement of women in Saudi Arabia as a result of the Wahabi movement in Saudi Arabia and the location of the Holy Places there.

4 - As a result of the creation of the Gulf Co-operation Council, established in 1981, and aimed at strengthening

the relations between all the Gulf states economically, politically and in the defence field, there will be a positive impact on the position of women in Saudi Arabia. This will result from international co-operation in the field of education and culture, including the exchange of educational television programmes between the various countries.

In fact, the monarchies showed themselves generally flexible and responsive to economic and social change. Members of the Saudi Arabian royal family, for example, have taken a keen interest in the development of education. The present King of Saudi Arabia served for many years as Minister of Education during the reign of his brother King Feisal, and has continued to show keen personal interest and involvement in education.

CHAPTER THREE

Women in Islam

Saudi Arabia is the place which is visited by all Muslims in the world because of the location of Makkah and Medina, two Holy Places which give Saudi Arabia first place among Islamic countries and represents the real Islamic country, therefore all Saudi people are Arab Muslims.

So we have given a brief idea about the nature of women in Islam to get a general picture of Saudi women.

What is Islam, and how many rights does it give to women?

Islam is an Arabic word "submission", i.e. to the Will of God. This is the key concept which describes the attitude of all Mohammadans to their religion. It claims to be a divine revelation, communicated to the world through Muhammad, who was the last of a succession of inspired prophets, beginning with Adam. Its doctrine and practice are based upon:

- 1.- The word of God, the Quran (Holy Book).
- 2.- The tradition (Hadith) or rather the sayings and manner of life (sunna) of Muhammad, as contained in the traditions.

The Muslim creed is "There is no God but Allah; Muhammad is the apostle of God." The acceptance of faith

is held to imply belief in:

- 1.- God
- 2.- The angels.
- 3.- The inspired books.
- 4.- The Prophets.
- 5.- The day of Judgment.
- 6.- God's predestination of good and evil.

The religious practices which the believer is obliged to perform are:

- 1.- The recital of the creed.
- 2.- The performance of praying five times a day.
- 3.- The ninth month of the Arabic Calendar (Ramadan).
- 4.- Payment of the legal alms.
- 5.- Pilgrimage to Makkah.

These requirements are for man and women to do equally, so men and women are equal in following the rules of Islam. As the Holy Quran says: "Allah has promised to the believing man and believing woman gardens beneath which the rivers flow to abide in them, and goodly dwellings in gardens of perpetual abode; and the best of all is Allah's goodly pleasure; that is the grand achievement."

Education is supposed to be given to all Muslims, as Muhammad says: "Every Muslim male and female, is requested

to seek for knowledge" so both sexes are equal in searching for education.

The Status of Arab women before Islam (before the year 580)

In the dark era (about 15 centuries ago) before Islam, women were greatly neglected in the whole of the Arabian peninsula. People in many Arab tribes regarded women as useless creatures. Women held a very low position in Arab society; they were treated not only as social inferiors, but like slaves and chattels. When a man who had many wives died, the latter were inherited by his sons like moveable property. It was a mark of dishonour for any son to have a daughter, and many preferred to bury alive their female children, rather than face social approbrium. It was Islam and the teachings of the Holy Prophet which dispelled the prevailing idea that women were inferior to man or that female children deserved any treatment different from that meted out to male issue. The Quran asserted the dignity of women by declaring:

"They are an apparel for you, and you are an apparel for them." This confirms the equality of women and men by declaring that each sex complements the other, and neither is inferior in status and in dignity. The word "apparel" may be interpreted to mean either "protection" or "dignity and beauty." This verse would mean, therefore, that men and women protect each other. The Quran heaped scorn on the Muslim's traditional attitude towards the female sex in the following verses:

"And when the girl-child that was buried alive is asked for what sin she was slain", and also "And when a daughter is announced to one of them, his face becomes dark and he is full of wrath. He hides himself from the people, because of that which is announced to him. Shall he keep it with disgrace or bury it (alive) in dust? Now surely evil is what they judge."

As far as the Holy Quran is concerned, it promulgated the doctrine of human equality, including sex equality, in a comprehensive verse which negates all inequalities due to sex, race, colour, nationality, caste or tribe. As the Quran says: "O people, be careful of your duty to your Lord, who created you from a single being and created its mate of the same (kind) and spread from these two many men and women."

Muhammad the Prophet has made many statements to give women their rights. He said "Paradise lies under the feet of the mothers." There was a man who came to him and said "O Prophet Can you tell me who is the one who deserves my care and love and my friendship?" Muhammad said: "Your mother". He said "Who else?" Muhammad said: "Then your mother". He said "Who else?" Muhammad said: "Then your mother". He said "Who else?" Muhammad said "Then your father". That shows us how much care and attention Muhammad gave to the woman who is the mother and the wife and the daughter and the sister. Muhammad said, talking to his men, "The best of you is the best

to his wives". He said also "God commands us to treat women nobly". The more civil and kind a Muslim is to his wife, the more perfect of faith he is." It is easy to infer that the Quran and the sayings of the Prophet are clear in stating that men and women are complementary to each other, and in their full co-operation and harmony lies the very purpose of life.

On consonance with the spirit of equality in the Quran ("They have rights similar to those against them, in a just manner"). The Prophet of Islam constantly reminded his followers that female children should be treated exactly in the same manner as male issue. According to a report from Anas Bin Malik, one of the Prophet's followers, the Prophet said: "Girls are models of affection and sympathy and a blessing to the family. If a person has one daughter, God will screen him from the fire of Hell owing to his daughter. If he has two daughters, God will admit him to paradise. If he has three, God will exempt him from the obligations of charity and jehad." The Holy Quran has in more than one place made it plain that, in regard to moral and spiritual development, men and women stand on a level of perfect equality. For example, the Holy Quran says: "Men shall have the benefit of what they achieve and acquire, and women shall have the benefit of that which they similarly achieve and acquire". In Islam, men and women have equal duties, but not equal rights.

What are the differences between the rights of men and women in Islam? Why?

We can start with a statement in the Holy Quran which says "Men are in charge of women, because Allah hath made the one of them to excel the other, and because they spend of their property (for the support of women)". And there is another statement which says: "And they (women) have the rights similar to those of men over them in kindness, and men are a degree above them." That is because of the same reason which is indicated above. Men spend their property for the support of women. Men are also stronger than women, so they can work to support them.

Islam calls on women to restrict the display of beauty and charm which would make them a centre of attraction, but purdah, which reduces the woman to a clumsy and shapeless bundle, is only customary and is not Islamic. According to the Quran: "Say to the believing women that they should not display their beauty and ornament except what must ordinarily appear thereof; that they should draw their veils over their bosoms and not display their beauty, except to their husbands, their father, husbands' fathers, sons, their husbands's sons, their brother's sons or sister's sons, their women, their slaves or male attendants who lack vigour, or children who know naught of women's nakedness. And let them not stamp their feet so as to reveal what they hide of their adornment." This is to ensure respect for the public

appearance of women during their appearances outdoors. They must appear with decency and dignity. The general rules of public behaviour and morality are incumbent upon men and women alike. Just as women are obliged to guard modesty and chastity so men are strictly forbidden to ogle or leer at women. There is no sound authority to convince anyone that Islam prescribes the total confinement or complete segregation of women. It merely lays down certain restrictions as to dress, speech and movement.

Another statement came in the Holy Quran to clear up the idea of keeping women on the safe side by not displaying their beauty to the public. This says: "And stay in your houses. Bedizen not yourselves with the bedizenment of the Time of Ignorance." That is because in the time of the Ignorance, women used to work side by side with men, without restrictions. This might cause some sexual problems, such as falling in love with each other, which is forbidden in Islam, especially for married women who are responsible for their husbands and children. The Quran says: "And when ye ask of them (the wives of the Prophet) anything, ask it of them from behind a curtain. That is purer for your heart and for their hearts."

"As for women past child-bearing, who have no hope of marriage, it is no sin for them to discard their (outer) clothing in such a way as not to show adornment. But to refrain is better for them" "O wives of the Prophet, ye are not as other women. If ye fear God, be not too complaisant in speech lest he should convert in whose

heart is a disease of incontinence, but speak the speech which is convenient."

As these verses show, women in pre-Islamic Arabia did not observe any rules of decency while going out and dressed themselves with great ostentation with the intention of looking attractive to the male sex. During the period of early Islam, every Muslim man and women, was a toiler, worker and warrior. Naturally, total segregation of the sexes could not be enforced, because women had to move out of their houses for economic, religious and other reasons. In fact, according to a tradition reported by Umm Atiya Nasiba¹, the Prophet had issued definite orders that all women, including girls, should attend 'Id al-Fitr congregations. It was because Islam, from its very inception, realised the impracticality of total sex segregation, that it laid down rules of decency concerning the appearance, behaviour and dress of women. But with the extension of the era of Arab conquests, an unbelievable amount of wealth began to flow in. This fact, coupled with the division of conquered land among the military leaders, barons and rich men who did not require the economic co-operation of their womenfolk in earning their bread. They lived in luxury and comfort without making any economic efforts. Naturally the social habits of the newly-risen rich classes were different from those of the old Muslim toilers and

1. Umm Atiya. Nasiba was one of the Prophet Mohammad's followers, she participated Uhud's Battle which was between Muhammad and his followers & the people who rejected his message of Islam.

warriors. The impact of these conditions on the social rights and status of women proved highly deleterious. The appearance of feudalism, the effect of social contacts with people of the conquered countries and the coming into being of a leisured class devoted to the pursuit of physical pleasures contributed to the lowering of the general standard of sexual morality among the Muslims.¹

The Kings and Monarchs in the Muslim countries, and along with them, the countries and aristocrats, developed the institution of Harem. There was no limit to the number of concubines they could keep, and since it was highly probable that many of them could remain sexually dissatisfied, extraordinary measures were taken to erect barriers between them and the outside world. Strict seclusion of women and total segregation of the sexes among the rulers, the feudal barons and other sections of the population depending on the monarchs or allied to the aristocracy began as an inevitable process. Its effects gradually percolated down to the middle classes also, who could earn their living without any economic co-operation from the women. That this kind of seclusion and absolute sex-segregation had no religious sanction behind it, is proved by the fact that Muslim women belonging to the lower and poorer classes of Islam have never observed that kind of strict purdah which characterises the life of middle and upper-class Muslims. It is true that Islam laid down a few rules for regulating the movement, dress

1. Parveen Shankat, Ali, M. Litt Status of women in the Muslim world 1975.

and speech of women, but it nowhere expressly forbade them to take part in economic, social or political activities.

The fact is that the economic organisation of societies and classes plays a large part in determining sexual relation. As the economic conditions keep changing with the passage of time Islam, in accordance with its character as a universal religion, did not lay down any rigid rules regarding the movement of women outside their homes and their joint participation with men in political, social and economic activities.

Again, we refer to the Holy Quran, to the particular statement which says: "And they (women) have rights similar to those (of men) over them in kindness, and men are a degree above them." This is because men are the supporters or sustainers of women in an economic sense. It must be noted that this implies no natural superiority on the part of men, nor any inherent inferiority of women, because it is purely an economic arrangement, dictated by the social necessities.

And for economic reasons, the Quran gave the provision twice as much to men as to women. It says: "Allah chargeth you concerning (the provision for) your children; to make the equivalent of the portion of two females." That is not because men are superior to women, but is

because men are responsible for spending property for women and supporting them.

In the case of witnesses, women are not considered to be as men, but two women witnesses are equal to one male witness. The Quran says: "And call to witness, from among your men, two witnesses. And if two men be not (at hand), then a man and two women, of such as ye approve as witnesses, so that if the one crieth (through forgetfulness), the other will remember."

Women in Marriage

The Muslim girl is free to accept or not accept the man who is willing to be her husband. The Prophet says: "A previously married woman is more a guardian for herself than her guardian, and a virgin should be asked permission about herself, and her permission is her silence."

The presence of two witnesses is necessary to make a marriage valid, because an open declaration of marriage constitutes its soul and essence. The marriage contract is not legalised until the consent of both parties (man and women) is obtained. It has been expressly stated in the Quran: "Do not prevent them (women) from marrying their husbands, if they mutually agree on equitable terms."

Polygamy in Islam has been subjected to vehement criticism. This is due to the wrong interpretation and

misunderstanding of Quranic verses. The fact is that the Quran preaches monogamy and allows polygamy under special circumstances. The following verses of the Quran will clarify this point: "Marry women of your choice, two or three or four, but if you fear that you will not be able to deal justly (with them) then only one." It is clear from this verse that the husband is strictly forbidden to have more than one wife if he is incapable of doing justice in general treatment. One of the major reasons for granting permission for plurality of wives was the rapid decrease in the male population due to wars. This would leave countless widows and innumerable orphans completely unattended and shelterless. It was mainly because of this that polygamy was permitted to enable a small number of men to look after a large number of women, provided they could do justice among them. Polygamy anyhow became a traditional act, and some men still believe that polygamy is a part of these rights since they have the ability to afford it.

Islam, taking into consideration the frailties and fluctuations of human nature, recognises divorce. The permission, however, is given by God with reluctance. Divorce according to Islam can only become effective when all efforts of reconciliation are exhausted. The period of three months known as Iddat is given to both parties (man and wife) as a final opportunity for calm thinking and deliberation.

Marriage remains a contract and not a sacrament in Islam. In this respect, the attitude of Islam has been realistic right at the very outset, and not like the idealistic approach of other religions which had to come to terms with reality by subsequently recognising divorce.

Another important law regarding Muslim marriage, which is obligatory for every Muslim, is Dower, Mahar. Before the time of the Prophet, Mahar meant the purchase money paid by the suitor to the Wali (Parent or Guardian) of the bride, whereas Sadaq was a present given by the suitor to the girl herself. Islam removed the cavalier distinction between the two. In the reforms introduced by the Prophet, the Mahar was made the property of the wife, and the Quran issued a special injunction to make it a prevailing custom among the Muslims. The wife was no longer purchased and the Mahar was no longer her price.

Mahar or Dower is a sum of money or other property which the wife is entitled to receive from the husband in consideration of the marriage. Dower is offered among Muslims to prevent the husband from divorcing his wife, in which case he would have to pay the amount stipulated. It is important to recall that the Prophet said: "A previously married woman is more a guardian for herself, and her permission is her silence." That is to ensure that the freedom which should be given to the girls to accept or not to accept their husband is in fact given, and that the girls cannot be forced to accept.

Women and education in Islam

In educational, social and political spheres, the woman has been accorded a status much higher and more honourable than those conferred on her by other creeds. The Patriarchal system in all the civilised world and in pre-Islamic Arabia was prevalent. According to this system, man dominated every aspect of family and social life, which resulted in an utter subjection of women. In such circumstances, Islam came to her rescue and installed her in a respectable position. She was given a full opportunity to equip herself materially, spiritually and intellectually. Early Islamic history full of instances when Muslim women achieved eminence and proficiency in different walks of life.

The Prophet of Islam, by proclaiming that "Seeking of knowledge is obligatory upon every Muslim man and woman," offered all avenues of knowledge to both men and women. The interest and keenness of the Prophet for female education is manifested in the fact that, in order to impart lessons of religion and morality, he himself used to hold classes for women, the Prophet of Islam also says "God commands us to treat women nobly".

The Quran says: "God will raise up to ranks those of you who believe and who have been granted knowledge and God is well acquainted with all you do." In the early history of Islam, there were several women who outdistanced men in acquiring knowledge and learning.

Many traditions of the Prophet show that women, like men, used to come freely into his presence to put questions and address enquiries on all sorts of social, religious and economic matters. The Prophet used to answer their queries and enlighten them all on all live issues. Arabia, in particular, and the world in general was so backward in those days that there was no organised educational institutions for boys, not to speak of girls. So the Islamic attitude to female education can be studied only from the casual remarks of the Prophet and his permission to women to approach him freely for enquiries on matters of religious, economic and social importance. The Prophet encouraged women in the spirit of understanding and enquiry. His wife, Ayesha, was herself a very learned woman, and during the reigns of the first four Caliphs, her advice, even on political matters, was eagerly sought by the Rulers of Islam. On Islamic jurisprudence she was, and still is, regarded as a great authority. In the collection of Muslim traditions, it is reported that Ayesha praised the women of Ansar for their spirit of enquiry and learning, saying: "How praiseworthy are the women of Ansar that their modesty does not prevent them from attempts at learning and acquisition of knowledge." (Muslim, Sahih).¹

1 - Ansar are the people who supported Muhammad when he was in Medina and did not leave him alone when he fought the people who were against Islam.

The Holy Quran further stresses the equality of women in regard to the possibilities of spiritual progress by quoting from history the examples of women who rose to spiritual eminence by their own efforts: "And Allah sets an example to those who believe - the wife of Pharaoh when she said: "My Lord Build for me a house with Thee in the Garden and deliver me from Pharaoh and his doing, and deliver me from the unjust people. And Mary, the daughter of Amran, who guarded chastity, so We breathed into her of Our inspiration and she accepted the truth of the words of her Lord and His books, and she was of the obedient ones."

The Holy Quran further declares that women have been the recipient of special gifts from God so that nothing stands in the way of their reaching the highest pinnacle of spiritual progress.

Islam as a humane system of social living gave women the right to be educated, in order to be a good mother. The Holy Quran shows how much the women suffer to bring the baby to life and then to take care of him until he grows up to be an effective element of society. The Holy Quran says: "And we have enjoined upon man concerning his parents - his mother beareth him in weakness upon weakness, and his weaning is in two years - Give thanks unto Me and unto thy parents." This statement shows the importance of both man and woman as parents, and as complementary to each other. But the Quran did not

ignore the natural differences between man, who represents power and so is fitted for some kinds of work, and between woman, who is fitted for other types of activity. But neither of them is called on to be dependent upon the other and more educated than the other.

There are several instances to be found in Arab history when eminent jurists and theologians acquired knowledge from women scholars. It is said that Al-Safi, the founder of one of the schools of Faqah, used to take lessons from Sitt Nifisa¹ and attended her public lectures in Cairo. Incidentally, she led the prayers at his funeral, a ceremony in all other respects conducted exclusively by men. Ibn Khalikan, a famous historian and geographer of the 13th Century, was a pupil of Sitt Umm Al-Muayyad, who awarded him one of his diplomas.¹

In early Arab social life, there was co-education in what were known as maktabas. Since education and proper education is the essential need for every woman, Islam did not ignore or prevent the education of women. But the real essence of Islamic teaching in respect of the public appearance of women is that during the course of their outdoor movements, they must appear with decency and dignity. The general rules of public behaviour and morality are incumbent upon men and women alike. Just as women are obliged to guard their modesty and chastity, so

1 - Parveen Shankat, Ali, M.A. M.Litt.: Status of women in the Muslim World, 1975.

are men strictly forbidden to leer or ogle at women.

Although education is required for men and women in Islam, Islam dislikes the free intermingling of men and women except under the strain of a serious emergency. Women are different from men in nature, and yet education may be given for women to enable them to undertake motherhood in particular. So she must receive a different kind of education from men, because co-education will enable men and women to participate in the same activities, and that will not show any biological differences between them. Islam discourages women from working, studying or doing any other activity with men who are strangers to them, and co-education will create an open society for men and women to move and work freely. Women can appear in public with faces and hands uncovered. That will limit her movement and freedom, and yet will not encourage her to work with men and attend the co-education system.

"There is no sound authority to convince anybody that Islam prescribes the total confinement and complete segregation of women. It merely lays down certain restrictions as to dress, speech and movement."¹

According to the Holy Quran, Islam recognises the equality of people as among people who know and people who know not, or educated people and uneducated people.

1. Parveen Shankat Ali, Status of women in the Muslim world. M. Litt 1975

The Holy Quran says: "Say are those who know equal with those who know not? But only people of understanding will pay heed."

This is to indicate that the knowledge is always raising the standard of people, whether they are men or women. Islam also praises the work done by both sexes. God did not say in the Holy Quran any statement which says that women are not allowed to work. Instead, God says, according to the Holy Quran, "And say unto them Actû Allah will behold your actions, and (so will) His messenger and the believers." according to the sayings of the Prophet, Muhammad say to encourage people to work "Work for your life, as you will live forever."

Two recent books, "The Woman in Islam and in the Western Civilisation" (1980) by Muhammad Jamil Bayham¹ and "The Woman in Islam" (1983) by Kamal Ahmed Aun.²

Bayham says that, in the past, society was entirely based on man, as the source of livelihood and protector of women. The quotation mentioned above does not make a distinction in principle between the two sexes, because God said "Oh people, respect your Lord, who created you from one spirit, and made the spouse from the same spirit." The writer mentioned the Christian attitude,

-
1. Bayham M.J. The Woman in Islam and the Western Civilisation, Dar Al-Taliea, Beirut, 1980
 2. Aun.K.A.: The Woman in Islam, Dar Al-Uloom, Riyadh 1983

when the Apostle Paul said "Man does not exist without woman, and woman does not exist without man, as woman is born of man and man is born of woman." Therefore, the distinction between the two sexes is only derived from the social dimension, since the conditions of life in past ages led to dominance of man over women, and this became a matter of custom. Bayham states that God does not forbid the meeting of the two sexes, of women going out to carry out their necessary tasks. The writer also touches on the requirements which religion imposes equally on both sexes to acquire knowledge. The Prophet Muhammed said "The quest for knowledge is a duty for Muslim men and women." Since there is no distinction between men and women, then they have rights which are equal. As for Polygamy, this is mentioned in the verse of the Quran "You cannot make a distinction between your wives even if you wish to." This is considered as an obstacle for the man who cannot deal fairly between his wives and prefers one of them against the others. The writer says that the Christians believe that they have found in their religion a ban on polygamy, but this is never explicitly stated. So the Muslims can easily find a rule to forbid polygamy and to observe the general climate of world opinion and the development and progress of women.

The other writer, Kamal Ahmed Aun (1983) mentions that it has been shown that the veil in Islam, especially for the "Mothers of the believers" (i.e. the wife of the

Prophet) was referring to God's command "Tell the male believers to avert their eyes and to keep their wives from evil which will be good for them. God will know what they have done. And also tell the women-believers to avert their eyes and to keep themselves free from evil: and the women believers should only put on make-up for their husbands or their fathers. And they should not dance or attract attention by moving their bodies or showing their make-up." This shows that the veil is not imposed on women, since otherwise it would not be necessary for the believers to avert their eyes. If the woman was veiled, it would not be necessary for men to avert their eyes. And God forbides the wives of the Prophet to remarry after him. But he did not prevent remarriage for normal women after their husbands died. This shows that the condition of the mothers of the believers was a special one. They are not like other women. The dignity of the Prophet is greater than that of any other man. Also, the veil is special for the mothers of the believers, and is not general duty. The Muslim women always look to the mothers of the believers as an ideal, but the veil is not a duty which is imposed on other women, neither are they obliged to stay in their houses. As a noble verse of the Quran says "O wives of the Prophet, you are not as other women. If you are sure of what you think, then you may speak immediately and clearly, since you are always being watched, and you must stay in your house, and must not flirt as they did in the days of the Ignorance. Pray and give charity and give respect to God and his Prophet."

As for other women, they used to take part in festivals, raiding and meetings, wearing suitable clothes. The Islamic religion did not oppress women, since it said: "Men have a degree above the women," but it is necessary to have a leader in the home, and the man is stronger physically and economically, and better able than the women to defend the home. The degree which Islam has given to him is a degree which multiplies his duties and increases his burdens. It is a degree which is helpful for life, and makes things operate properly, since the family must have a head who is responsible, and the woman does not usually want this position and does not want to be the owner of the household.

Bayham (1980) states that the distinction between the sexes must be investigated in the context of historical and social reality, not of religion. This is more logical, since the woman was the person responsible for the affairs of the house and taking care of the children, and no one else could do this, while the man has the major role as the person who issued instructions and who was responsible for spending on the family, and who worked constantly to acquire food. But now, the conditions of life have changed, and the woman works alongside the husband and shares with the man in many spheres of work.

Kamal Ahmed Aun, (1983) demonstrated an important point in his analysis of the veil as something special to the "Mothers of the believers." He referred to God's

saying "O wives of the Prophet, you are not as other women." Aun mentioned that the wives of the Prophet were not permitted to be married again after the Prophet, whereas this is permitted for other women. So the veil has a special position, as something only for the wives of the Prophet. But he mentioned that it is a duty for women to be modestly dressed, and not to be provocative. As for his remark about the duty for men to be the head of the house, his analysis is not so convincing. He says that women do not naturally like being the head of the house, and are not happy about controlling the man's life. However understanding between two partners may require one of them to be the leader, on the basis of agreement between them. There is no difference between the two, and the leadership could be with him or her.

It can't be thought that a typical balanced woman likes controlling affairs, any more than she likes the man to control her affairs. Life is a partnership built on understanding and participation and not as a relation between controller and controlled. When God said "Men have a degree above women", this does not mean leadership, but only that there is a superiority for men in physical strength and patience and endurance. This is what makes it necessary for men to have a position above women. This does not mean that women are reduced in status. In any case, for the most part, the two writers have dealt fairly with women, just as Islam does, and have taken a positive attitude and have respected the rights of women which the ignorant people ignored.

Conclusion

As shown in this chapter, Islam encourages both men and women to obtain education and to work to have a good life. Islam has no specific statement about separating men from women in the field of education and labour. But it does insist on keeping women in a position that ensures their stable family life. Women may work with men under the stress of social necessity, but not for the sake of personal or private enjoyment.

The Islamic attitude, towards women working with men is in fact, based on a positive commitment to soundly-based family and social patterns of life. Islam does not set out to restrict women for the sake of it, or to treat them as inferior beings. Instead Islam seeks to give women the essential security and freedom from molestation or harassment which will enable them to develop their personal potential in the context of a proper family system. Muslims find the collapse of family life in many of the advanced countries a frightening phenomenon. They also see that separation of men and women at work protects both sexes. The men as much as the women, since the presence of attractive members of the opposite sex can cause traditionally unacceptable attitudes:- the very thing which Islam tries to avoid.

Saudi Arabia takes account of the Islamic attitude towards women and social life, and applies these attitudes

to its educational policy. Fortunately the country has the ability to create a separate system of girls' education, paying special attention to their needs. The following chapter will give a general idea of the policy adopted in Saudi Arabia towards womens' education.

CHAPTER FOUR

Girls' Education and its Structure in Saudi Arabia

National Educational Policy

The Saudi educational system provides religious, moral and intellectual training designed to create citizens who are aware of their rights and of their obligations to society. Education is free at all levels, but is not compulsory: however, the government encourages all Saudis to attend schools.

Educational policy in the Kingdom of Saudi Arabia states that the aim of education is the correct understanding of Islam and the inculcation and dissemination of the Islamic creed; the imbuing of the student with Islamic values, doctrines and ideals; the imparting of the various types of knowledge and skills; the social, economic and cultural development of society; and the preparation of the individual to be a useful participant in the building of his society.

Some aspects of educational policy can be set out as follows:

- 1 - Planning of education and instruction in a way which harmonises with the Islamic religious instruction throughout the period of education, from the start of the primary to the end of the university level.

2 - Policy is based on a belief that a wish for knowledge has been implanted in every individual. The state must therefore within the limits of its resources and abilities, give the opportunity to everyone (male or female) to acquire knowledge.

3 - In the light of Islam, education must turn to account all forms of useful human knowledge so as to develop the community and improve its way of life.

4 - Educational policy must give an Islamic orientation as regards the methodology, writing and teaching of science and learning in various forms and sources. Harmonious integration with science and technology, which are among the most important tools of cultural, social, economic and health development, making for improved living standards and cultural progress.

5 - Linking of education and instruction at all levels with overall national development planning.

6 - Judicious interaction with international development in the fields of science, culture and literature.

7 - Social integration of members of the community, and co-operation in matters of common concern.

8 - The Arabic language to be the language of instruction in all subjects and at all levels, except where it is necessary for teaching to be in another language.

Curriculum in Saudi Arabia

The Curriculum may be simply defined as: a course, especially a regular course, of study as at a school or university or more broadly as what happens to children in school as a result of what teachers do.¹

The Curriculum is not the intention of prescription but what happens in real situations. It is not the aspiration, but the achievement. Curriculum is a structured series of intended learning outcomes. Curriculum is all of the planned experiences provided by the school to assist the pupils in attaining the designated learning outcomes to the best of their abilities.²

Since the curriculum is a method of organising subjects which helps educationalists to organise student life according to the specific level of education, it includes the information and problems that the students at that level will face, together with an explanation of the education and teaching methods concerning the activities of the subject.

So the curricula must include the main aim of educational policy, beside the special aims for each level, taking into consideration the educational levels, practical skills and direction of thought and morale which is

1 - An Introduction to Curriculum Development, Lawrence Stenhouse, Heinemann, London 1975, pp.4 & 5

2 - Same reference as (1).

needed. Also it must include the right directions which help the teacher to implement safely and comprehensively all the school's activities which are part of the curriculum and complementary to it, to reach its aims.

In Islamic countries the curricula must be derived from Islam and the principles of the nation to be fitted to its needs. Educational policy in Saudi Arabia is considered part of the general policy of the Government. The Kingdom of Saudi Arabia pays a great deal of attention to school curricula, as an important method of education.

The curricula must be:

- 1 - Derived from Islam and from the fundamental basis of the nation.
- 2 - Suitable to the needs of the nation aiming to achieve its goals.
- 3 - Suitable to the students' abilities and level.
- 4 - Balanced, flexible, good for a variety of different environments and circumstances.

The curricula includes:

- a) - The general goal and its relation to the nation's aim on education.
- b) - Special goals which belong to each level of education and educational subject.

- c) - Specifying the level of science and skills as well as the moral and direction of thought which must be achieved.
- d) - Directions that lead the teachers' steps to implementing the curriculum.
- e) - School activity which accompanies the lessons which implement the goals.
- f) - The aim of each unit of the curricula as a whole.
- g) - Evaluating the student's achievement through the curricula.¹

The text books have to be related to the needs of Islam, clear in language, scientific, practical and characteristic, pertaining to the aim of the subject.²

Saudi educational policy is therefore a basic part of general policy. It insists on believing in Allah as God, Islam as religion, and Muhammad as a Prophet and God's messenger. This is the framework and content of each aim. So children must be educated to help them understand Islam deeply and correctly.

The first international conference for Islamic education was held in Mekkah on 31st March to 8th April 1977¹ and was headed by His Majesty King Khalid Ibin

1 - Dr. Alzid A. The Education in the Kingdom of Saudi Arabia, 1984

2 - Dr. Essa A. Policy of Education in the Kingdom of Saudi Arabia, Dar Allewa, Riyadh, 1979

Abdul Aziz. Its recommendations insisted that girls' education should be separated from boys' and suggested a special system for girls' education, based on scientific thought, and with consideration of the nature of women and what society needs from women's services.

This educational policy (which was put forward by the High Committee for Education, and was represented by the National Guard, Ministry of Defence, Ministry of Education, General Presidency for Girls' Education, Ministry of Interior and Private Schools¹ for the Saudi society is derived from the country being the Holy Place which is responsible for guarding the Holy Islamic property, and also to guide the human being in religious study to right Islamic thoughts, directing the human sciences in Islamic direction without force. The main important point is the insistence on forbidding co-education and taking into consideration the natural differences between males and females, and its implications for both sexes in some teaching courses.

The Saudi educational policy insists on uniting general education in one style with Islamic studies as a basic element in all school levels.

From what has been mentioned, women's schools in Saudi Arabia have a curriculum which differs from boys'

1 - Dr. Essa, A. Policy of education in the Kingdom of Saudi Arabia Dar Allewa, Riyadh 1979.

schools. Girls' schools give courses in home economics, but physical education is not included at all levels in girls' schools. (Tables F and G at the back of this thesis will clarify the details of girls' schools curricula).

Women's Education in Saudi Arabia

The object of a woman's education in Saudi Arabia is to bring her up in a sound Islamic way so that she can fulfil her role in life as a successful housewife and a good mother, and to prepare her for other activities that suit her nature such as teaching, nursing and medicine.

Traditionally women's education has suffered in most countries of the world including Europe. Socio-economic and cultural factors, whether at the conscious or subconscious level, have been generally responsible for this past neglect.¹ Islam lays equal emphasis on the education of women according to the sayings of the Prophet Muhammed, "Acquisition of knowledge is obligatory for all Muslims, male and female."

Islamic tradition, however, demands the creation of separate educational facilities for women which, especially at the higher education level, was not easy to provide in the face of an acute shortage of female teachers in Saudi Arabia.

1 - Bayham M.J.: The Woman in Islam and in the Western Civilisation, Dar Al Taliea, Beirut, 1980

High priority was however given to facilitate and encourage the enrolment of women in the field of education which in the past had lagged behind. Female education has therefore been one of the fastest areas of growth during the decade 1970-1980.

Goals of Girls' Education

The General Presidency of Girls' Education in Saudi Arabia has aimed at educating girls for many goals, which are:

- 1 - Preparing the girl to carry out her responsibilities as a mother for the future children of the country, in the light of the right understanding and education, to be a housewife who knows and understands her household's affairs which enables her to spread happiness in her family and enables her to bring up her children in a better way.
- 2 - Meeting the needs of Saudi society for well educated women who specialise in many different areas of knowledge, without moving out of the traditions of society.
- 3 - Meeting the needs of the country for specialist educational fields and other identical fields.

- 4 - Giving the opportunity to women who desire, in the light of their abilities, to get higher degrees in educational and university levels.¹

General History of Women's Education in Saudi Arabia

The modern period of Saudi education began with the establishment of the Ministry of Education in 1953.

Saudi Arabian schools follow the three-stage sequence of education adopted by all members of the League of Arab States: six years of elementary school beginning at the age of six, three years of intermediate school, and three years of secondary school. Standardised certificate examinations control movement between the stages.

The first public school for girls was opened in the 1960's. Girls' education from kindergarten to age eighteen was controlled by the General Presidency of Girls' Education, which was headed by a male religious figure and was responsible to the King. (Boys' education is controlled by the Ministry of Education.)

Although the girls' curriculum is limited, by 1969 about 30% of primary school pupils and 17% of secondary school pupils were female. Female education in the 1970's

1 - Abdul Wassi, A. The Education in the Kingdom of Saudi Arabia, Tuhama, 1983

extending to the university levels remained completely segregated from that of males.

The government wished to reduce the 99% illiteracy among women but the idea of girls' schools faced stiff opposition from the ulama and other conservative elements. Girls' education only got under way because the government decided that it would be "compatible with the country's religious position and Arab tradition" and because the girls' schools are run by a religious functionary.

In 1983/84, the government's development programme was established, and the emphasis was not placed merely on expanding the number of educational institutions but also on uplifting the quality of education through better planning of school facilities and equipment. Total allocations for the education sector in the 1983/84 budget amounted to 28,630 million Saudi Riyals¹ or 33.5% of the total budgetary appropriations of which 85,231.5 million Saudi Riyals are for both the Ministry of Education and General Presidency for girls education. The comparable appropriation for education in the 1975/76 budget was 12.971 million Saudi Riyals.²

The progress achieved in education may be measured by the increase in enrolment and growth in educational

1 - \$ = 3.65 Saudi Riyals

2 - Ministry of Planning, Education and Training in the fourth Plan Period, Riyadh, 1983

institutions and teaching staff. (see Table I, J, K and L). The total number of students attending schools at all levels of education in years 1979-1983 (shown in Table A) increased and the number is still rising. Table C indicates the total numbers of undergraduate and graduate students by subject for the year 1981-82, which may give us an example of the growth of girls' education within 21-22 years, and the achievement for girls for the subjects indicated. Table D shows the growth of elementary and secondary students in girls' schools between the years 1963/64 to 1981/82. The number of students rose by thousands, which shows the interest of Saudi people in girls' education. In Table E, we can see the high rate of increase in the number of students at Girls' Colleges between the years 1969/70 and 1979/80 and the number of Colleges of Education in Riyadh (for example) has increased by 15.3 times between 197/71 and 1979/80.

Regarding girls' education, the government called in 1964¹ for further expansion of girls' schools with emphasis on broadening educational opportunities for the intermediate, secondary and teacher training levels.

The government's plan projected an increase in student enrolment at the elementary level from 214,641 in 1974/75 to 488,182 in 1979/80 and schools from 827 to 1,534. At the intermediate level, the increase would be

1 - Dr. Aissa A, Policy of Education in the Kingdom of Saudi Arabia, Dar. Allewa (Riyadh, 1979)

from 34,061 to 70,200 students while at the secondary level the increase would be from 7,616 to 17,571 students. The female literacy programme was planned to witness an appreciable expansion, enrolment being projected to rise from 28,893 to 383,751 and schools from 99 to 1,312.

Observers state¹ that in rural schools with a large age-spread within each grade, the higher percentage of repeaters in each grade, and the higher percentage of dropouts, indicate a general pattern of inferior performance by rural students.

Such factors as distance and lost value of young people's work militate against school attendance.

The sociology of female enrolment was, if anything even less known in the mid-1970's than that of males. Some observers (as the compulsory education in the Arab States 1975 indicated) believe that girl students generally came from urban families of middle-class or higher standing. It has been suggested that education increases the marriageability of a girl.¹

At the age of nine, girls are required to wear the veil in public and withdraw to female schools. They travel to school in specially chaperoned buses and are instructed entirely by female teachers in schools run by

1 - Compulsory Education in the Arab States, (Studies on Education, XVI, UNESCO 1975

female administrators, the only exception is some religious instruction given by blind male teachers.

In the early 1970's, Saudi Arabia ranked among the lowest of all Arab countries in the ratio of girl to boy students at all levels. Girls were about 30% of elementary students, 20% of secondary students and 8% of students in higher education. In 1975 about 500 of the approximately 3,000 towns, villages, and settlements of the country had a girls' school.

From Table D we can see that every year witnessed a substantial increase in the number of schools and students. Girls, as a proportion of all Saudi students at the various stages of education, constituted in 1981-82 44% of those at elementary schools; 40% at intermediate; 36% at secondary; and 32% at the various institutions of higher education.¹

Table C shows the areas of study for male and female students showing that the highest number of females students is represented in the field of humanities, whilst engineering is represented as nil. This indicates that females are taking only subjects which are considered suitable to the nature of Saudi women and in accordance with the basic teaching of Islam. Qualified women who work are mainly in the areas of health and education.

1 - Educational Training in the Fourth Plan Period, Ministry of Planning, Riyadh, 1983.

That does not tell us the superiority of women, but a good movement of women toward education hopefully it will be a lead for women to participate in different fields of work.

Although there have been great gains in recent years, it seems highly unlikely that imaginative steps could be taken, consistent with cultural and religious imperatives - to enable Saudi females to prepare themselves for making greater and broader contributions to the national economy.

Womens Educational Position and the percentage of illiteracy in Saudi Arabia

According to the survey done in 1974 by Dr. Abdul Aziz Abdullatif Al-Shaikh¹ the percentage of uneducated people in Saudi Arabia was 86% of the population, starting from the age of ten. The general percentage of illiteracy from the age of ten upwards was 75.2% and is higher among girls than it is among boys. The percentage of illiterate females is 85.7% of the total population, while it is 65.2 % of the total male population.

The people who can write only form a very small percentage which is 4% of the total population aged ten and above. The males have a higher percentage than the females.

1. Atlas of Saudi Arabia's Population, Minsitry of Higher Education, in Saudi Arabia, 1981-82.

The percentage of illiteracy is very high in general. It is highest among females. The percentage of illiteracy is not less than 50%. in any part of the country of Saudi Arabia, as is shown below.¹

Percentage of illiteracy for people aged 10 and above, 1974

<u>Town</u>	<u>Percentage of Illiteracy</u>
Jezan	82.68
Hayel	82.62
Northern Region	81.79
Asir	79.88
Al-Baha	76.29
Najran	76.19
Al-Jouf	75.17
Medina	71.81
Tabuk	70.00
Al-Gurayat	67.64
Al-Gassim	66.53
Makkah	57.62
Riyadh	54.89
Eastern Province	51.07
General Percentage	64.36

According to the study of Dr. Abdul Aziz Al-Shaikh,¹ there is 50% of the population aged 10 and above with only an elementary school diploma. 23% of them have completed the secondary level, while the people with the

1. Atlas of Saudi Arabia's Population, Ministry of Higher Education in Saudi Arabia, 1981-82.

high school diploma form 17% and the percentage of people who have a bachelor degree and higher is 7% of the group of the population.

There are some differences between males and females. The percentage of females who have reached the elementary school certificate level is 54%. But the percentage of boys in this category is not more than 49% of the total number of males. The percentage of girls who have secondary school diplomas is 23%, whereas the percentage of boys is less, at 22%. But the males who have high school diplomas form 17% as against 16% of females. The difference is big at the university level.

The percentage of males who have the university level is double the percentage of females (4% of females, as against 8% of males). This is because of the gap separating the date of male education (which started in 1924) from female education which started in 1960.

Although women's education in Saudi Arabia is making good progress, the education for women is still traditionally separated and largely neglected.

The Saudi government has been faced with problems such as illiteracy, shortage of personnel for industry, and shortage of teaching staff, especially female teachers. Adult education programmes utilizing television and night schools run by the Saudi government are aiding in the

reduction of illiteracy, and training programmes conducted by the various ministries assist in updating skills of employees.

The Saudi government is unique in that it has vast resources to spend on education; thus, provision of separate facilities for males and females is not considered a problem. Among the major expansion projects for higher education is the construction of two contiguous campuses - one for males, one for females.

The government policy is to provide education for all Saudis. Educational opportunities for females lag behind those available to males, partially because of a shortage of qualified women university teachers.

Higher Education for Girls

As indicated in the table below, Saudi women students constituted only 5.5% of the total Saudi enrolment at the higher education level in 1969-70. The proportion rose to 14.4% in 1974-75, 28.4% in 1979-80 and is expected to reach almost one third of the total - 30% by 1984-85.

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Source: Saudi Arabia G.P.G.E. Management of Statistics,
Third Statistical Book, 1981-82.

Annual Rate of Increase of

Saudi Enrolment in Higher Education

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Source: Saudi Arabia G.P.G.E. Management of Statistics,
Third Statistical Book. 1981-82.

The average annual rate of enrolment increase of Saudi women in higher education was phenomenally high at almost 50% per annum during the First Development Plan Period (1969-70 - 1974-75) as compared to a corresponding

figure for men of 21.2%. The rate of increase slowed down somewhat during the Second Development Plan Period (1974-75 - 1979-80) but, with a base of only 313 Saudi women enrolled in higher education in 1969-70, the average annual growth rate was exceptionally high during the following five-year period of 1975-80 as the base figure for 1973-75 (2,363) was already fairly high.

Colleges for Girls

There are three options open to girls for pursuit of higher education. Firstly, there are separate departments for girls in some of the universities where the majority of girl students are studying at present. Secondly, girls are registered external students of the universities, generally in art subjects. In this case their attendance at the university is not required. Thirdly, there are colleges and institutes for girls only. In the years 1977-80 the girl students were distributed as follows:-

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Source: Saudi Arabia, G.P.G.E. Management of Statistics
Third Statistical Book 1981-82, Riyadh

The girls colleges are under the overall control of the general Presidency for girls Education and are administered by Girls' Colleges Directorate.

The first college for girls - College of Education - was established in Riyadh in 1970-71 with an initial enrolment of 80. In 1979-80, there were seven more girls colleges in the Kingdom enrolling 3,437 students, which means a fourfold increase during the Second Plan Period. By 1983, the number of Girls' Colleges reached 10.

The establishing of Girls' colleges have helped the country in many ways:-

1. It provided the girls' schools with qualified Saudi teachers
2. It gave the girls opportunities to participate in the field of work which is for meant for them.
3. It supplied the girls with more education which could lead them to continue with higher education as well.

The participation of girl graduates in work, enabled the colleges to increase in number.

In the following chapters we will discuss the possibility of Saudi Society accepting the idea of girls working. This idea had been rejected before, by the religious people.

CHAPTER FIVE.

Educational Provision For Women.

This chapter describes the long-standing imbalance in the Saudi educational system between the numbers of males participating in the education system and the number of females. the chapter suggests reasons for the imbalance, but shows that the resources are now tending to be more evenly distributed between male and female education. the Capter then summarises the history of women's education.

The Essential problem is clearly showm in the following table's¹ setting out the relative numbers of boys and girls in the various phases of the Saudi educational system in the period 1978/79 - 1982/83.

Total number of students (Males and Females) at Elementary , Intermediate and Secondary school levels - 1978-79/1982-83.

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



1. Statistical years book
Ministry of Finance and National Economy.
Central Department of Statistics.

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Resources: Statistical years book, Ministry of Finance and
National Economy, Central Department of Statistics.

From these tables, we can see that the proportion of females students has always been relatively higher in the lower Levels of the system than it has been in the higher Levels. This suggests that an increasing number of women are joining the system at the lowest Level, the Elementary level, and will in due course work their way up to the High School Level. the impression is confirmed by the

year-on-year changes within each level of the educational system, where the proportion of girls is shown to be constantly rising with the passage of time.

But even if more and more girls are joining the system, the imbalance still remains great. Even at the Elementary level, which has consistently been the best-balanced level of the system the number of girls in that level in the latest year of the study, 1975-76, was still only 54.9% of the total number of boys in that level. So, while much has been done to improve the share of resources and effort given to girls, there is still great scope for improvement. How did this great imbalance arise?

The Impact of the Family Environment

In Saudi Arabia, as in all countries, the family was the traditional centre of educational values. Home is, in effect, the first school for children. It provides children with their psychological and physical needs and this develops logically into providing education. If we look at the historical background of the Saudi family we can see how great a role the family has always played in educating its children, even before the creation of the Education Ministry. It is the family which has always taught the children to behave and to be useful members of society, by teaching them how to read the Holy Quran and the Sayings of Prophet Muhammad, with the accompanying explanations of the duty of good Muslims. Since religion

is the basic school for every Muslim, families have taught their children how to treat each other, how to love each other, how to respect the others. Families have also taught religious observances such as Prayers and Fasting during Ramadan, and respecting customs and traditions. But in the traditional family system, more attention was always given to boys than to girls, especially in those aspects of upbringing which involved education and training. In the traditional environment, girls were expected above all to learn housework in preparation for married life. On the other hand, boys were prepared from the first to be breadwinners.

A recently published book about society in Najd, in Central Saudi Arabia, shows how the old family environment operated in such a way as to limit the opportunities for girls. The author shows how, in rural and nomadic society in the Central Arabian plateau, boys were often expected to "inherit" the jobs or professions of their fathers. So they would learn the necessary skills. Girls would concentrate on the home skills appropriate to their class or social group. In the agricultural environment of the oasis settlements, men were responsible for well-digging, ploughing, sowing, harvesting, rope-weaving and regulating the water flow from the wells and irrigation channels. These activities involved a large amount of collective effort and decision making. The tasks allocated to women (housework, repairing clothes, preparing

fodder for the camels) gave less opportunity for decision making.¹

Even among the nomadic Bedouin, where one might have expected more scope for sharing of skills to deal with the uncertainties of a constantly changing life, the author suggests that the more challenging functions were demarcated as belonging to the men. The crucial task of determining the place to make camp, when thunder clouds suggested that rain might be about to fall in a particular location, appears to have been reserved for the men. The men of the community were also responsible, at the end of Spring, for deciding their strategy for selling surplus animal products. This decision involved surveying markets and comparing the prices for goods in different towns. Again, when traders came to the Bedouin camps to buy animals or cheese, the men were entirely responsible for negotiating prices for their goods.¹

The need for men to learn a wide variety of skills in the traditional environment meant, inevitably, that such educational resources as were available were devoted to teaching the boys. Figures for rates of illiteracy in 1962, when modern education was still hardly in existence in Saudi Arabia, confirm this concentration on boys.

1 - Najd in the Recent Past. Abdul Rahman bin Zaid Al-Suwada, Dar al-Uloom, Riyadh, 1983,

Male illiteracy was put in 1962 at 93% of those aged 10 and above - a high figure, but noticeably lower than the figure of 99% for illiteracy among females aged 10 and above.¹ When modern education did get under way in Saudi Arabia, the boys received a disproportionate share of resources, perpetuating the old imbalance in the traditional society. Saudi Education Ministry statistics for 1976-7 show that, in Saudi Elementary schools in that year, the pupil-teacher ratio was 1:17.6 for boys' schools and 1:22.4 for girls' schools.¹ So the traditional concentration on boys as breadwinners persisted into the modern age.

However, attitudes are changing rapidly in Saudi Arabia, as we saw from the rising percentage of girls in the Saudi educational system, especially at the lower levels of the system, during 1971-76. Clearly, the rapid economic development of Saudi Arabia has helped to break down some of the longstanding prejudices against educating girls. Many factors are involved in this process of change. We will first discuss the social and economic aspects of this process, and will then see how Saudi government policy has helped in the process of change.

1 - Dr. Abdullah S. Al-Bunayyan and A. Shatta : The Needs of Children in Saudi Arabian Society. College of Literature (Sociology and Social Services Section), Riyadh, 1979, p.139

On the social side, there seems no doubt that enthusiasm for education is transmitted from one generation to another. A mother who has had the chance of benefitting from some exposure to education will be more keen for her daughter to have the same chance. This particularly affects the question of the content and scope of girls' education - i.e. should such education be restricted to home economics, to enable the girl to be a good mother and housewife, or should it be more ambitious? A mother who has received education herself will be more likely to want her daughters to have the more ambitious education. In her book, Dr. Maysa al-Afandi¹ made a study of 200 uneducated (illiterate) women in Riyadh, and 260 educated women. Of the 200 uneducated or barely-educated women, 166 believed that girls should only be prepared for future life as a mother and housewife - i.e. that education should be restricted to home economics. Only 28 of the sample of uneducated women believed that the family should care about giving the girls different types of knowledge. A further 6 of the sample of uneducated women thought it was "sometimes" important for the family to help its girls to learn different types of knowledge. Among the educated women in the survey, the proportion who believed that girls' education should include subjects other than home economics was much higher. Of the 260

1 - Dr. Maysa Muhammad Al-Afandi, Social and Economic Influences on Women's Education, Dar al Uloom, 1983, p.208

educated women, 215 thought that girls should learn different types of knowledge, and only 45 rejected the idea.

From this, we can see that the condition of the family influences the attention it gives to educating its girls. An educated family will see that the education of girls and the acquisition of many different kinds of knowledge is important so that the girl can face her future life. But the less-educated families will take a more restricted view of education. So the spread of education is itself an important factor in removing resistance to girls' education.

Among the economic factors which are encouraging families to educate their girls, we can identify the following:

- 1 - With the higher standard of living, early marriage is decreasing. Fathers can more easily afford school expenses for their girls.
- 2 - Almost every Saudi family can afford at least one car and a non-Saudi driver (who has been hired for this purpose) to take the girls to school and bring them back home, so that fathers or brothers are not bothered by transportation problems.
- 3 - As a consequence of economic development, schools are available for girls in almost every town and village, so that access to schools is no longer a problem.

- 4- Payment for girls at University level by the government is motivating families to encourage their girls to stay in education up to University.
- 5 - The increased opportunities for travel outside the country have encouraged people to send their girls to school to meet the needs of the family when the family travels abroad on business or on vacation. The girls are encouraged to learn a foreign language and to act as interpreters for the family.
- 6 - The government sector now offers many careers for women graduates in administration, with good rates of pay. This encourages families to allow their daughters to stay in education.
- 7 - The spread of media such as television helps girls to widen their horizons and to be aware of the need to acquire education so as to be a good and valuable member of society.
- 8 - The opportunities for girls to get good jobs and positions as a result of education have created a kind of competition between families to get a good social position by educating their girls.

The Impact of Saudi Government Policy on Women's Education

The Saudi Government face, in formulating its educational policy, a number of fundamental changes in the social and economic balance of the population. These changes impose certain obligations on the government, in order to deal with rising expectations and new needs.

A study carried out by Abdullah Saleh Al-Bunayyan and Ali Shatta and published in 1979 found that, Saudi Arabia has a very high birth-rate, even by the standards of the developing world. The number of live births was 49.5 per thousand in 1976, and the proportion of the population aged 14 or less was 45% in 1973-74. Such a high birth-rate, coupled with a young population, means that population-growth can be expected to continue to rise sharply in the future, as the under-14s enter their child-producing years. Indeed, the study showed that the rate of population-growth, which was estimated at 29.3 per thousand in 1970-75, was expected to rise to 30.5 per thousand in 1975-80. Such a rate of increase puts pressure on the economy to provide employment opportunities, since the traditional life-styles, and especially the nomadic or pastoral life-styles of central Arabia, cannot be expected to support such large numbers of people.¹

The employment opportunities which are needed can only be created and filled if the education system is expanded and the amount of trained talent is increased.

The second phenomenon found by this study is the move away from the rural areas into the cities. This is another factor which increases the demand for education, since the city population cannot support itself by the

1. Dr Abdullah S Al-Bunayyan and A Shatta: The Needs of Children in Saudi Arabian Society. College of Literature (Sociology and Social Services Section). Riyadh 1979.

traditional pastoral and agricultural activities, and so needs to move into new areas of economic activity. In addition, the expectations of city-dwellers are considerably higher than those of country people.

The move away from rural areas is shown by the wide regional disparities in predicted rates of population growth which appear in the study. In 1975, the Ministry of Planning estimated the overall rate of population-increase at 2.6% for Saudi Arabia as a whole. But the anticipated rate of increase was very high in the Western region (4.5%) and the Eastern region (3.5%) and Centre (3.2%), which are the areas of the big cities. The anticipated rate of increase was rather low in the agricultural areas of the South-West (0.54%) and the North (0.18%). Clearly, the agricultural regions were incapable of providing employment and economic support for large increases in population, so the phenomenon of "Urban drift" was tending to concentrate the population in the major cities.¹

Regarding the higher economic expectations of city-dwellers, the study is again eloquent. In 1974-75, the average individual income for the population as a whole was 2,400 Saudi Riyals. But in the towns, the figure was 3,900 Saudi Riyals, well above the average. In the

1. Dr Abdullah S. Al-Bunayyan and A Shatta: The Needs of Children in Saudi Arabian Society. College of Literature (Sociology and Social Services Section) Riyadh 1979, p 164.

countryside, the figure was 2,7000 Saudi Riyals, fairly close to the average. Among the Bedouin, the figure fell to 800 Saudi Riyals. The study suggests that the income-gap between town and countryside is tending to increase. For 1976-77, the average individual income was 6,200 Saudi Riyals. In the countryside, it was 3,700 Saudi Riyals, and among the Bedouin it was only 900 Saudi Riyals.

The move to the towns, and the corresponding increase in economic expectations, can be expected to increase the general demand for education strongly. It is difficult to predict how much of the increased demand for education will be devoted to girls rather than boys, but it can be expected that girls will benefit to at least a degree from the move to the cities and towns and the corresponding increase in the value attached to education.

The Saudi government has, in fact, decided not to make education compulsory, but instead to offer a number of incentives to families to encourage them to send children to school. These incentives benefit girls and boys equally. Free education, and the provision of schools in many areas of the country, are the two most obvious incentives. Government payments for university students, and the provision of dormitories for girl students, are also a great encouragement to families who feel that they can safely send their girls to school. Informal incentives for education are found in the high standard of living and the growing view that girls

education changes the position of the family in society. We should also mention the influence of neighbours, and the role of the information media which insist on the importance of education for everyone, whatever their sex or social background.

Problems in the Path of Girls' Education in Saudi Arabia

The study by Dr. A.S. Al-Bunayyan and A. Shatta on the needs of children in Saudi Arabia showed that there are still many problems facing children who want to improve their education in Saudi Arabia. Table H, at the end of this thesis sets out these problems.¹

As will be seen, some of the problems result from the attitude of the schools. In particular, the study found that many schools insist on limiting education within the framework of the curriculum. This does not enable the child to be creative and participate in extra-curricular activities. Also, the lack of specialists and social workers, and the lack of physical education facilities and diet services for girls, create problems which limit the chances for the child to be well-educated, creative and a useful member of society.

1. See also Dr abdullah S. Al-Bunayyan and A. Shatta: The Needs of Children in Saudi Arabian Society. College of Literature (Sociology and Social services Section) Riyadh 1979. Table 115. p.297

Other problems found by the study result from the family, rather than the school itself. These problems include the living circumstances of the family, the size of the family, the ages of the children in the family, the monthly income of the family and the level of education of the family. All of these factors influence the education of the children, either directly or indirectly.

For example, the study under reference includes a survey which shows that the family totalling a maximum of three represented only 7.4% of the survey. The families totalling between 4 and 10 members represented 91% of the survey, which confirms that the Saudi family is generally large. That of course affects the education of the children and the attention which is given to each one. When a family has two children, for example, each one will get half the parents' attention. But in a family of ten, each child will get one tenth of the parents' attention. This may cause a reduction of the educational level of the children in a large family. In addition to what has already been said, the existence of a large family compels the father or the mother or both parents to increase their work in order to get greater economic resources, so as to ensure a good standard of living for the family. This also compels the parents, or it compels one of the them (and especially the father in his role as head of the family and responsible for it) to be constantly busy, so that he does not have the chance to pay attention to his children and to supervise their education.

The study indicated four basic types of Saudi families. The first type is the extended family, which contains in addition to parents and children the grandparents, aunts, uncles etc. This kind of family represents 19.6% of the total survey. Secondly, there is what in Europe would be called the nuclear family, containing the parents and children. This represents 71.1% of the total survey. The third type, is the family which has the children living with a divorced mother, representing 5.4% of the total survey. The fourth type is the family which contains one father and many wives and children. This type represents 4.3% of the total survey. The relatively small proportion of 'nuclear' families, compared with the advanced societies of the West, tends to reduce the amount of attention available for individual children.

In addition to the lack of parental attention, we would mention the problems of studying in a noisy environment, especially in a house which contains lots of children and relatives. The large families common in Saudi Arabia will also tend to have busy social lives, with friends and relatives visiting constantly. This also makes study at home more difficult. A final factor is that Saudi Arabian schools are weak in encouraging parents to co-operate with the school, and to assist in planning home study and in overcoming difficulties at school. In general, there is a lack of school social services, which could help to make the family more aware of educational needs and priorities.

All the above difficulties apply, of course, to boys as well as girls. But we have seen that, in the past, the limited educational resources available were concentrated very much on boys and not on girls. So it would be fair to assume that boys are less affected by the problems listed in the previous paragraphs than girls are. For example, if there is a shortage of quiet, private space available for study in the house, it would normally be the boy and not the girl who would have priority in using the available space. If the parents of large families have a lot of children competing for their attention, it would be normal and in accordance with the traditions of Saudi society for them to give a disproportionate amount of attention to the boys. It will be some time before this situation changes.

Educational Provision for Women in the Schools

Girls' education did not start formally until 1960. Before that there were informal educational organisations represented by private schools. In 1960, there were only 15 schools opened for girls and all of them were elementary schools. In 1963-64 the government opened four secondary schools for girls, and during the next year 1964-65 they rose to seven. The high schools were not opened formally, except in Riyadh State. The number of students at that time were only 21 because of the shortage of qualified teachers. In the year 1971-72 there were some students (girls) attending the college of literature and commerce

in the University as Home Students.

From the tables E,I,J,K & L listed at the end of this thesis we can see that girls' education in Saudi Arabia is expanding in number and although table K shows the development of girls' education at University level in comparison with boys at the same level. So the improvement in numbers does not necessarily show the quality of education as the quantity shows. Plans for girls' education are now focusing on methods and techniques of education rather than finishing the curriculum. Reading and writing are not the only aims of girls' education any longer, but developing the students' talents and creativity. The curriculum such as text books, subjects that suits the society's needs and developing skills of every student well. Plans for extra-curricula activities are developing and schools try their best to involve mothers with school activities.¹

Schools are making an improvement in the modelling of new buildings, equipment, furniture, and teaching aids for girls schools selected by specialists to help girls improve their education. Universities for girls are taking into consideration the training of teachers and teachers' training institutes as well. They teach psychology, child development, school administration and supervision (in the girls colleges) to all fields of specialisation to ensure teachers are well trained for

1. Abdul Wassi A: The Education in the Kingdom of Saudi Arabia, Tuhame, 1983. Riyadh.

teaching girls. Previously the onus in teacher training was concentrated on teaching methods and aids, but now has been expanded to all need for individuals. The Public Administration Institute has opened a branch for training women as administrators very recently to improve girls education in Saudi Arabia.¹

The Role of the Media in Educational Provision for Women

The co-operational committee of Gulf States is playing a great role concerning the media. It accomplished children's television workshops, producing education programmes for children such as Open Sesame and Your Safety. These programmes are helping children to be able to read and write and communicate as well. Some programmes are produced by Saudi television to help students at all levels such as teaching aids, but they are irregular and only appear at limited times in the year such as the examination seasons. There are some programmes for women such as nursing and home economics which are helpful for them as students and as housewives.

Social Services

A Centre for Social Services, which is one of seventeen centres of development, was established in 1962 in a temporary location until it moved to its present position

1. The Fourth Statistical book G.P.G.E. Management of Planning. Riyadh 1981-82.

in 1965. Its aims were:-

- 1 To spread knowledge amongst the citizens to participate in their society positively.
2. Studying the available wealth in the local society to meet the needs required.
- 3 Enlisting the help of youth in developing the society.
4. Caring about the family and motivating women's education by publishing classes for teaching housewives and giving them medical and social counselling.
5. Co-operation with the various government departments to eliminate illiteracy.
6. Working for improving health levels as a precaution to the environment by preparing medical services.

The centre for social services concerning women's culture, uses young girls as social service workers. It has many activities which has greatly improved many of the social services for women such as:-

1. Expand knowledge of women and eliminate illiteracy.
2. Helping students who are girls to continue with their studies.
3. Teaching skills for women such as cooking, sewing, home economics, knitting, etc.
4. Helping the government departments to develop the local society.

The educational programmes for women were developed in the centre. It started with the training of 55 women in 1969-70, and this number rose to 258 women in training in 1973-74

Newspapers

Newspapers are another medium which is helping to prepare the ground for public acceptance of women's education. There are many women writers who write daily for many different magazines and papers, some of which are concerned with education. These women give ideas, thoughts and opinions. They offer comments on the educational plans of the country, and express their reactions to every subject which concerns their development. Women are not only working as writers, some of them are editors who publish women's magazines such as Sayyidati and Asharkiea. Magazines about education are still needed in the country. There is no magazine specialising in education at the moment, but it is hoped that the education departments will do something about this gap in the future. However, most Saudi magazines cover some educational subjects as part of their reporting.

Women's Associations

Associations such as Nahdah and Waffa organise some educational programmes for women, such as competitions

between universities, cultural seasons, speeches and lectures to increase education among women in general.

Government Plans

The Saudi government plays a great role in supporting women through the strategy of its Development Plans. The Fourth Plan, covering 1985-90, insists on developing citizenship and human abilities, and Saudi women are specifically mentioned. Item 4 of the Fourth Basic Strategic Principle of the Fourth Plan undertakes to "identify the areas and bases for employment of women in a manner which would not be contrary to the Muslim faith". This has opened up a wide discussion in the newspapers, and has allowed women to give their points of view freely and frankly, both in the newspapers and inside their associations.

Conclusion

From what has been said previously, there are many bodies which have played a positive role in providing education for girls. These bodies include families, schools, universities and the media. Although girls' education was created as a formal system only 26 years ago, which is not a long time when compared with other countries or with the five decades of experience of boys' education in Saudi Arabia, the system of girls' education is making advances, and is developing all the time.

CHAPTER SIX

Women and Work

What work can women do, and what can they not do?

Women's education started formally in 1960, as mentioned before, and teachers at that time came from many different countries, such as Pakistan, which was a Muslim country, and also from other Arab countries. Families were keen to have their daughters involved in this new activity, teaching, for many reasons. These reasons included:-

1. To improve their ability to take responsibility for young children.
- 2 To give economic help to their families.
- 3 To have a prominent position in society.
- 4 To be educated, and also to educate their children.
5. To take good care of their homes as educated housewives and also.
- 6 To change men's inclination to polygamy (because some men were remarrying, seeking a modern and educated wife)
7. To participate in building Saudi Arabia through the efforts of its own citizens, both men and women.
8. To promote the desire of Saudi women for education at all levels.

The movement towards education for women created a kind of competition between girls and families, when some

families took advantage of the new fields that the government offered to the girls education while some families who were conservative, hesitated to send their girls to school. This competition encouraged the girls not to stop at a limited level of education. During the 1960's Saudi girls were able to teach, even if they only had the elementary school certificate, because of the needs of the country at that time. During the 1960's, Saudi teachers for girls were few in number, because only girls who had got their education outside the country of Saudi Arabia could be teachers. This was the result of the fact that, before the 1960's, no girl was educated inside the country except those who had private teachers at home.

The survey of the nationality of women employees in 1981-82 (listed figures at the back of this thesis) shows the number of Saudi employees in schools. This number is higher than the number of non-Saudis, and shows the improvement that Saudi women are making in the field of education. Figures 2, 3, 4 & 5 (Table, listed at the back of this thesis), show the number of girls' elementary schools in Riyadh, with the number of Saudi and non-Saudi administrators and teachers. The Government of Saudi Arabia is encouraging the control of all administrations in the country by Saudis. This encouragement is given by training, either inside the country or outside it. This is because:-

1. This encourages educated Saudi people to be administrators.

2. This encourages the citizens to plan and take action for the good of their country.
3. Saudi people know more about their country than the foreigners. Saudi people know about the locations, the people, the needs and the ability of the country to spend and develop.
4. This encourages Saudi people to be dependent on themselves, and to take responsibilities.
5. This motivates Saudi people to be educated, so as to acquire good positions.
6. The Saudi citizen may be more conscientious in his work than other people because of his citizenship feelings. This will help the country's economy by avoiding extra expenses like paying tickets, providing houses etc.
7. In order to plan for the future, because the only people who know the country and its products are the Saudi people.

As of now, there is no girls' elementary school which has non-Saudi Principals,, except in Urban areas, while the college graduated girls are taking a big place in teaching and administration as well.

The women comprised less than 2% of the total students graduating from all Saudi universities in 1969-70. Most of them were probably non-Saudis. Saudi women graduating in 1979-80 comprised 26.3% of the total number of Saudis graduating that year. By 1975 it is expected to reach 30%.

Saudi women constituted only 4.4% of the total number of Saudi teachers in the universities in 1969-70. There was only a slight improvement over the next five years when the figure rose to 5.8% by 1974-5. During the second Development Plan period (1975-80), however, there has been a significant improvement and the proportion of Saudi female teachers rose from 19.2% of the total Saudi teachers in the universities in 1979-80.¹

Saudi Teaching Staff in Higher Education

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Source: Abdul Wassi A: The Education in the Kingdom of Saudi Arabia, Tuhama, Riyadh. 1983

The proportion of Saudi women in the administrative staff of the institutions of higher education has also shown considerable improvement but still stood at around 10% of the total number of Saudi administrators in 1979-80.

1. Abdul Wassi. A: The Education in the Kingdom of Saudi Arabia. Tuhama, Riyadh. 1983.

Saudi Administrative Staff in Higher Education

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Source: Abdul Wassi. A: The Education in the Kingdom of Saudi Arabia, Tuhama. Riyadh. 1983.

Saudi women work now as School Administrators, teachers, bankers (for the womens' bank only), as doctors and nurses and in a few fields which do not allow co-workers. The government does not encourage any work for women which might put them to work with men directly, for religious reasons.

Conclusion:

There is no doubt that women in Saudi Arabia have achieved a great deal during the period of the shortage of women's education. The Principals of all girls' elementary schools in the entire country at present are almost 100% Saudi, except in some urban areas. Also, the secondary and high schools are doing a lot to raise the number of Saudi staff. Looking to the future Saudi Arabia

still has a shortage of women Ph.D's in all different fields. Few Saudi women have Ph.D's in fields such as School Administration, Arabic language, social studies, etc., and hold positions in College and University administrations. The country still needs a great number of women with Ph.D's to take the place of the foreigners who occupy almost all departments in girls' colleges.

At present, there is a big plan for a higher education programme in Girls' colleges in Saudi Arabia, to meet the needs of the country by having trained teachers, lecturers and professors who are Saudi citizens. The number of students who are attending the Master degree programme in girls' colleges is developing when compared with the short age of girls' education, (see Table L at the end of this thesis).

According to the report of the second year of the Third (1980-85) planned, covering 1981-82, produced by the General Administration of the Budget and Planning and Supervision in Saudi Arabia, there has been a great improvement in raising the number of Saudi women in all fields of education.

This proves the ability of Saudi women to acquire education, and the motivation of the families in sending their girls to school.

There has been an improvement in girls' education from year to year. This is because:-

1. The Saudi government offers free education.
2. Saudi society has become modernised, and has changed its point of view towards educated girls.
3. There are opportunities for work in Saudi Arabia, and the government offers rewards to students at all levels
4. Work opens up new areas of society to the women, so that they do not feel neglected and confined to the family and the home.
5. Some women believe that education for girls will reduce the tendency among men to prefer polygamy.
6. Working women can give economic help to themselves and to their families.
7. The women need education itself, as an end in itself.

CHAPTER SEVEN

Further Changes Expected for Women's Education

From what has already been said, in Chapters 1-6 some questions arise about whether we can expect further changes in women's education, and about the facts and probabilities which might influence change in the future. These questions can be grouped under five headings, which are:

- 1 - Culture
- 2 - Religion
- 3 - Government
- 4 - Women's Culture
- 5 - Planning women's education, which may include:
 - a) decision-making
 - b) communication
 - c) personal relationships
 - d) curriculum
 - e) problems of access to education

1 - Culture Problems

Does education for women in Saudi Arabia change the attitude of women? Why are people pushing their girls to be educated? How can women be useful participants in the building of society? How does the isolation of women from men affect education in general and society in particular? Is co-education needed in the future?

Concerning the attitude of women, it is important to mention that the mother is the first teacher who teaches children what is right and what is wrong. But the school will add to what children know from home. The school may change some attitudes of women since they hear and read about different societies, and they learn about the functions of women in each society and their importance as effective elements that are complementary to men. Since the curriculum of the girls, like that of the boys, is based on religious principles, there must be changes in the attitude of women to realise and recognise their positions and duties as citizens. The Holy Quran says: "Are the people who know equal to those who do not know, or is the darkness equal to the shining?" This is to prove the importance of knowledge, which changes people's attitudes and directs their behaviour towards seeking for a better life. The Prophet Muhammed has said: "The search for knowledge is the duty of every Muslim, be he man or woman." This is why people are pushing their girls to be educated. But there are many other reasons, which are:

1 - People were illiterate, so they did not realise the importance of education until they started to travel outside the Kingdom and to deal with different people and educate themselves in different ways, whether by going to school or from personal relations with educated people, or by realising that education is the first stage in the development of the nation.

- 2 - The Government provides education free of charge, and motivates people to send their children to school by opening wider opportunities for jobs with higher pay related to the level of education which women attain.
- 3 - The young men who are educated have now started to search for educated girls to marry, so as to ensure that their children are raised in an educated family.
- 4 - During their time in the new world of school, women become more liberal and socially aware, because each girl-student meets different groups of girls who come from different socio-economic levels. Also the girls meet different kinds of women-teachers who teach them different kinds of knowledge, so they enjoy school, and competition is created among them to seek the best level of education.
- 5 - Girls have started to help their families economically, because every girl student gets a monthly payment from the government at university level. This is paid until her graduation, and this will help her family to meet school expenses without affecting the family's budget. After her graduation, she becomes an employee who can depend on her own salary and can help her family as well.

From what has been said above, we can say that women are, like men, important elements in building society. They are more and more willing to be changed so as to achieve a better life. Women as educated mothers will teach their children how to be good and effective citizens.

So the General Directorate for Girls' Education is playing and must play an effective role to make the various types and levels of education not only available to all girls in the relevant age-groups through the country, but also to make all these types of education worthwhile and effective by encouraging girls to ask and discuss and become involved in different non-curricula activities. This is because we are not looking for the type of curriculum which will create the same mind in all the girls, as happens in a factory. Instead, we have to look upon the individual differences. That depends mainly on the teachers who are young enough and willing to do their best by giving them some extra courses in psychology, child development, individual differences and philosophy of education as well. We need well-studied plans to help our young people to be more creative and independent. This will help our new generation to be well-educated, and yet will help them as future mothers and as workers to build the society with their knowledge. Since every woman has a significant and inescapable responsibility for the nation's future citizens, she must be ready to hold this responsibility by being educated, since education is essential for the building of any society.

If we look back to the history of women in the Kingdom of Saudi Arabia, we will find that recently, before girls' education was created in the 1960's, the duty of most women was limited to being in her house, raising her children, cleaning the house and cooking.

She didn't have any authority or position in discussing problems with her husband or father. She even felt ashamed of herself as a woman because she did not have any effective role in society apart from what has been mentioned above. She was completely neglected (but respected as a mother by her children, and that is because of the influence of Islam, which ordered respect for the mother. This was one of the reasons which encouraged men to have more than one wife, because she didn't complain or reject the idea of polygamy, because of her feelings of uselessness in society. Now, at the present time, woman has changed. She has started to realise her effectiveness and function in society. She has become a journalist, a teacher, a modern wife and an employee in many women's departments in banks, universities, schools, hospitals and government companies. This has created a new position for her. She has gained self-respect, and is able to discuss and put forward new ideas.

Since the educational systems in all societies reflect the needs of each society, the Saudi government has realised the need for women's education to build the society on both sexes, male and female. It has realised the importance of the females as complementary to males. Since the creation of girls' education women's education has changed the point of view of the public towards Saudi women. The Saudi woman has proved herself able to be independent, and has shown her willingness to be a part

of society. In the past, a woman was not allowed to go out of the house to pay visits, unless she got permission from her man. This applied even if she was going out with her mother or with a woman relative. A woman could not write in a newspaper except under an assumed name, because the family might be embarrassed by seeing her name in a newspaper on sale to the public. Now she can not only write, signing with her own name, but she can also publish a newspaper or magazine by herself or with a group of women. She can travel with a group of girls, and she can convince any man of the correctness of her idéas.

Women's education has created a kind of respect for women that was not there before. Even on the buses, they are assigned a special place or section so they can use it for public transport. So women are able to go shopping by themselves with no fear from society, as was the case before. Women can now do their own services, such as going to the bank to put money into their account or to draw money out. Nobody can complain or look strangely at a woman if she does this, since she does her work with respect for the traditions, customs and beliefs and attitudes of Muslims. With all that, she can do whatever she likes within the framework of Islamic direction, but she is not allowed to have any direct contact with a man (other than her father, brothers, husband or sons) because the Holy Quran says "And when you ask of them (the wives of the Prophet) anything, ask it of them from

behind a curtain. That is purer for your heart and for their hearts." But that isolation has become natural. Nobody looks at it strangely or as a wrong way of living. Since Islam allowed a woman to meet any man as long as she does not have make-up on her face and does not try to be glamorous, and as long as all her body is covered except for the face and hands, there is no doubt that society will accept such a meeting, as long as it is done gradually. This is because the isolation of women from men will affect education negatively in many ways. It does not give women any chance to communicate and to discuss with men, since any communication other than face-to-face is invalid for this purpose. It is hard for anybody, man or woman, to put all his ideas on a sheet of paper or to say it by telephone. And Islam did not discourage face-to-face communication between men and women; it only insisted on women being conservative and respectful. Since showing the face and hands is allowed, this will help women and men to meet and discuss and to plan together, to create new ideas and to develop a mixture of the points of view of women and men.

Since covering all the body except for the face and hands is what Islam request for women, there is nothing wrong with establishing co-education in the long-term future. But that may be done at a higher level, such as the university level, because children cannot control themselves, and children in general are not stable until they reach university level. They may then realise what

is wrong and what is right. But for children before the level of high school, there is no need for co-education, especially since the country is both Muslim and wealthy, and is able to afford separate schools.

2 - Religious Questions

Why is girls' education controlled by religious men?

Why not by religious women?

Why do the religious people control the behaviour of women?

What is wrong with face-to-face communication between men and women, from the Islamic point of view?

What is the relationship between Islam and education?

Why are the religious people not involved in male education?

According to the Holy Quran, "Men are in charge of women, because Allah hath made the one of them to excel the other, and because they spend of their property (for the support of women)." The Holy Quran is the basic law which the Saudi government uses as the constitution of the country. Saudi Arabia has derived Islamic culture from both the Quran and the Sunna (sayings of the Prophet). On the basis of the Quranic quotation cited above, the

Saudi government has called the religious men to control the education of girls, because the religious people might reject the idea of girls' education if it was not under their control. This is because they believe that they are the only people who can direct girls' behaviour within the framework of Islam. "Saudi kings, especially Abdul Aziz and Feisal, have nevertheless on occasions been able to act forcefully against the ulama and the lay zealots (mutawa'in), overruling their opposition to such innovations as public schools for girls in 1960".¹

So the control of girls' schools by religious people is a political matter rather than a matter of religion. The decision to entrust the education of girls to the religious people was made because the opening of girls' schools might not satisfy the public at first, and might lead to a negative reaction from society, especially from the conservative people who regard women as people who should be kept veiled and in the house. So the only ones who might lead them to accept the idea are the religious group, who have girls' education under their control.

The religious men can be considered as the second power in the Saudi Kingdom. They are the power complementary to the government, and since women do not play any

1 - James Bachan: State, Society, and Economy in Saudi Arabia, edited by Tim Niblock 1982. Secular and Religious Opposition in Saudi Arabia

role in the structure of government, there is no way for them to take over and control girls' education. This goes back to the statement in the Holy Quran, "Men are in charge of women." So women do not have the right to be directly responsible for girls' education, especially as girls' education is a recent movement which needs a longer time for gradual change.

If we go back to the history of education in Saudi Arabia, we will find that there is a big difference between male education, which was established in 1924, and female education, which was established in 1960. This difference has created great opportunities for men to hold important positions, and to control women's education as well, because of the higher percentage of educated men than women in the country. That was another reason for giving the General Presidency of Girls' Education to men. So, in the future, when the number of educated girls who are qualified to hold important posts and to direct girls' education has increased, it might be possible to change gradually, by giving more authority to women in holding responsibility for girls' education within the framework of Islam.

But it is not correct to say that the religious people control the behaviour of women. This is because the duty of the religious men is to control girls' education and to follow the implementation of the plan that has been drawn up for the education of girls.

Women's behaviour is derived first from homes and secondly from the social relationships. The schools represent part of that social relationship, but not all of it.

There is a close relationship between Islam and education, because the first statement that came from God to Muhammad was: "Read by the name of your God who created people, and who taught the human being what he did not know." The Prophet Muhammad said: "The seeking of knowledge is obligatory upon every Muslim man and woman." The Holy Quran has also said: "God will raise up to the ranks those of you who believe and who have been granted knowledge, and God is well acquainted with all you do." It has also said: "Say: - are those who know equal with those who know not? But only people of understanding will pay heed."

These statements indicated above as an example show the insistence of Islam on education. Since Islam is the constitution of the country, education must be the first line which is drawn for a better life, and must be started for both sexes at the same time. But the circumstances of the country in the past, such as the wars between tribes, the problem of uniting the Arabian peninsula and the external problems all prevented King Abdul Aziz from starting girls' education at that time, although he was a great believer in education and he was interested in opening that field for women in the country.

If we look at male education, we will realise that it is not involved with religious people for many reasons.

Surely the point is that men have had a clear need for education. So there has been public and political acceptance of education for men, it has not been necessary to convince the religious establishment, at every stage, that such education is "justified", - for women the position is different.

Government

Since the kingdom of Saudi Arabia has established a Ministry for Higher Education, why is it not possible to include the Higher Education Programme in Girls' Colleges in that Ministry? What is the expectation of the G.P.G.E. in improving women's education?

The Government of the Kingdom of Saudi Arabia has founded a number of universities which are accessible to males with a secondary school certificate. The opportunity has also been given to females with a secondary school certificate to enrol in special sections for females in a number of universities, and since the year 1970, by the opening of a Girls' college for Education in Riyadh as a first college for girls, directed by the General Directorate for Girls' Education. This was followed by the opening of many different colleges for

girls, such as the College of Education in Makkah, the College of Education for Girls in Jeddah, the College of Education for Girls in Qaseem, the College of Education for Girls in Hayel, the College of Literature for Girls in Riyadh, the College of Literature for Girls in Dammam, and the Higher Social Services Institute for Girls in Riyadh. Some of these colleges are now playing a great role in planning for higher education. The College of Education for Girls in Riyadh has also started its Ph.D. programme, and has one student who has got her Ph.D. from that college, although the college has only been in existence for thirteen years.

The general Higher Education for males in the country started with the foundation of a college of Islamic law in the Holy City of Makkah in 1948. So this sector has had longer experience than the girls' colleges in the area of higher education. Since the Ministry of Higher Education has the ability and the will to be the great reference-point for girls' colleges, which do not have as much experience as the institutions which are controlled by the Ministry of Higher Education. So it would be an idea to include the Higher Education sector of Girls' Colleges under the control of the Ministry of Higher Education, but that needs a longer time to achieve because the Ministry of Higher Education is not under the control of the general Presidency of Girls' Education, but is separated from that Presidency.

It is to be hoped that the Girls' College of Higher Education will be included under the Ministry of Education. This is for many reasons, namely:-

- i. To cut the country's spending, by merging the Girls' colleges of Higher Education with the Ministry of Higher Education, by uniting curriculum, buildings, staff, and equipment etc.
- ii. To derive advantage from all the experience of colleges and Universities which is possessed by the Ministry of Higher Education.
- iii To enable girls to experience different areas of society, and to meet different groups of students from different kinds of Universities.
- iv The facilities and modern equipment, libraries, university staff, buildings and reference-sources and general experience of the Ministry are much better than those of the Girls's Colleges, because the Ministry has been in existence for longer. So, for example, the King Saud University, which was established in 1956, could have been more experienced and with better equipment, as well as libraries, university staff etc.

4. Women's Culture

How ready are Saudi women to improve their ability as an active element in society?

Since every woman has a significant and inescapable responsibility for the nation's future citizens, why is the field of work for women so limited?

Girls' education at all levels has opened the eyes of girls to the other possibilities than a life led within the walls of their homes. Girls are proving their ability to get their education, despite the family's circumstances and the difficulties that some of them face. These difficulties can include pregnancy, the need to care for babies, transportation problems, and many other problems which they face as housewives. However, despite this success in achieving education, further problems arise when the girls leave university. The university may have prepared them for a life which they cannot lead, because employment possibilities are very limited. They are able to work in girls' colleges as teachers or administrators. They can also work at hospitals as nurses or doctors. But these are almost the only chances for them to be employees. Since Saudi girls have a great ability to work and to improve their function in many different fields of society apart from being teachers, doctors or nurses, they have started to be magazine and book publishers, newspaper writers and

members of womens' clubs to extend their function in society.

Womans' education has changed the view of the public in society. For example, the average age of girls getting married was thirteen years in the past (before 1960's) but, with the educational movement, the age has now been raised to eighteen. The widespread tendency for Saudi boys to acquire a foreign wife during their studies abroad had become a source of considerable concern. In the mid-1970's regulations forbidding their wives back into Saudi Arabia were enforced, and it became very difficult, though not impossible, for the well-connected to circumvent these. At the same time, the need to educate Saudi girls was stressed, and the number of university places for them was greatly increased.

Girls' education has changed society in some ways, and the Saudi girls are not seeking for education only, but also improve their position within the society. They work and study sometimes with happiness and enjoyment, and they are asking the government for more rights to widen the range of their field of employment.

5. Planning for women's education

In planning for women's education, there are many problems such as:

Decision-making, communications, personal relationships curriculum and problems of access to education. Some questions may be asked to identify problems and to find possible solutions such as:

1. How to improve decision-making processes among women's fields of work?
2. What is the system that is needed to make greater improvements in girls' education?
3. Why is the female curriculum different from that of males?
4. Do the educational media in Saudi Arabia meet the public needs?
5. So why do we not have girls' colleges to produce teachers for elementary levels?
6. What changes are needed to make girls' colleges more democratic.
7. How can we improve the communications between men and women?
8. What is the relationship between the staff of the school and the staff of the universities, and between the staff of women's education in general?
9. The only males who are allowed to teach girls face-to-face are blind people. So why don't normal males teach the females face-to-face, while following the Islamic norms of behaviour?
10. In the yearly display of girls' work, there is a special day for men to visit girls' schools to see that show. How can men evaluate the work of girls

when no girls are allowed to meet them to explain their work?

11. In the women's libraries, there is no section for children. So how can women study while there is no one to look after their children?

Conclusion

In the next section theories and research into effective management are examined to provide an indication of the problems and possible solutions to problems inherent in the administration of women's education in Saudi Arabia.

SECTION TWO

Theories of Effective Management.

Decision-making and Communication.

CHAPTER EIGHT

Theories of Effective School Management

Introduction

In Section One, we discussed girls' education in Saudi Arabia from a general standpoint. This section will clarify some theories and data about effective management. This will enable us to derive some ideas about the theory of effective management which is most suitable for Saudi women administrators, and which could be implemented for women's administration in Saudi Arabia.

1. What is School Administration?

School administration is one of various types of public service administration, as distinct from factories and commercial administrations. This is because its production is, in effect, human beings to be active and effective citizens.

School Administration may be defined as:

1 - an activity that positively interacts inside and outside the school, according to the general policy and educational philosophy that the government has drawn up to prepare children to meet the goals of society.¹

1 - Dr. Sulayman A. Strategy of Management in Education, Maktabet Al-Englo Al-Masreia, Cairo, 1978.

2 - an operation of planning, co-ordinating and supervising all the work that is done inside the school in order to develop and achieve the educational unit.

3 - all the coordinated efforts of the school's principal and her workers, which aim to achieve the educational goals inside the school.¹

It is important to remember that school administration is not a goal in itself, but a means of organising learning so as to attain the goals of the school. Dr. Suleiman (1978) writes that, for school administration to be successful, it must have the following characteristics:

1 - It must have well-planned goals. He suggests that we should be aware that, while goals can be met by chance, it is much more reliable to try to achieve them through systems and good planning, within the framework of public needs and benefit.

2 - It must be a creative administration. This means that it must not be inflexible, but at the same time it must have clear leadership roles.

3 - It must be a humanitarian administration. This means that it must respect the opinions and ideas of individual

1 - Mahther H. The New in School Administration, Dar al-Sherook, Jeddah 1983.

workers. In doing this, the administration must strike a balance between ideas which militate against educational goals and ideas which conflict with the interests of individual workers. In doing this, it must show the workers that it takes their interests seriously.

2. Styles of Administration¹

Since the educational operation is affected by a large number of circumstances, depending on elements which may vary from country to country and from school to school, there are many possible styles of school administration. Other factors which may have an impact on styles of administration include the personality of the School's Principal, the general policy for education, the work circumstances and the behaviour of the work group, and finally the social life of the community in which the school is based.

The styles to be discussed here can be categorised as three main kinds: Democratic Administration, Autocratic Administration and Laissez-faire.

a) Democratic Administration

This type of administration believes in the value of each individual who works within that administration, and of working to fulfil the human needs of workers. In

1 - Dr. Sulayman A. Strategy of Management in Education, Maktabet Al-Englo Al-Masreia, Cairo 1978.

this system, work is based on appreciation of the workers, taking their circumstances into consideration, and the general benefit of the school as well. Good human relations, co-operation and sharing responsibilities will encourage workers to achieve their best work, while maintaining satisfaction and self-confidence and achieving the goals of the organisation.¹

b) Autocratic Administration

This type of administration represents the administrator's individual decision-making, inflexibility, seeking the exact implementation of the rules and items of legislation, control over the workers, disregard of the values of the individual and disrespect for his ideas.

3) Laissez-faire

This type of administration believes in freedom for all workers, with the aim that this will lead to the creativity and success of educational work, so there are no limitations or controls in this administration. There is no clear philosophy or calculated policy that the workers follow, but they may do whatever they like without any given responsibility. Meetings held under this type of administration tend to be characterised by unplanned programmes, with lots of talking but most of it ineffective.

1 - Owens R.G. Organisation Behaviour in Education, Prentice Hall, 2nd Edition, 1981

From these three "ideal" types, we cannot say that this administration is 100% perfect or 100% ineffective. Also, we cannot say that any administration follows a certain type perfectly. Instead, it could be mainly characterised by that type according to the policy and the behaviour that the manager evokes.

From what has been said in Section One and from the conclusions of Section Three (following), we can say that Saudi women's administration is characterised by autocratic styles of administration, which could be more effective and flexible if it was changed to democratic administration as will be clarified from the research discussed in Section Three.

3. Behaviour of the Active Manager

Management effectiveness is simply defined as a group of management behaviours which the manager believes could lead to the peak of benefit for defining, gathering and using the internal resources to reach the aims of the management unit.¹

The effectiveness of management must be defined according to the manager's production, not to his function or what he is doing. Since effectiveness in management

1 - Al-Muneef I. : Management Qualification and Effectiveness, Institute of Public Administration, Management of Higher Programmes, Riyadh 1979.

is defined as reaching the desired aims for the organisation that the manager does not work alone, but works with his colleagues, leaders, followers and his public environment to achieve the desired result.²

The effective manager is one who does not hesitate to fit the individual needs of the followers into the frame of the overall work goals. This is according to Fayol's principles of administration, since Fayol mentioned the principle of group cohesion as an important element in administration which extends to the principle of leadership unity.² All workers must work in a co-ordinated way, and as long as communication is maintained co-operation will develop so that the organisation functions as one unit. Also, the worker's initiative must be taken into consideration by the manager to create a kind of self-worth for each worker and simultaneously to create group cohesion which will benefit the organisation.

The manager who is effective works to motivate his followers to achieve good self-realisation, while directing their abilities towards work goals. Effective managers create a good work environment which has effective rewards to encourage desirable behaviour. Also, the manager builds group cohesion by encouraging co-operation

-
- 1 - Al-Muneef I. Management Qualification & Effectiveness Institute of Public Administration. Management of Higher Programmes. Riyadh 1979.
 - 2 - Assaf M. : Principles of Management, Dar al-Nasher al-Arabi, Cairo, 1976.

and group discussion of work problems.

The effective manager concerns himself with his management in three ways:¹

i) As an individual worker, who works within the work group

The elements for good management are not limited to developing the abilities of the individual worker to fulfil his responsibilities, or to supplying him with needed information and training him for his needs. Good management includes the development of the skills of interaction between individual workers and others, encouraging group activities to reach the goals of the work unit.

Other skills which the manager must take into consideration to ensure good management include encouraging the followers to participate in group work, so they co-operate and feel that they belong to the organisation. Since the worker is not doing his work in a solitary frame, he must be encouraged to participate in work activities and relations so as to understand that each part of the work depends on the other and is complementary to it. The most important thing which must be taken into consideration is collective decision making.

1 - Al-Muneef, I.: Management Qualification and Effectiveness, Institute of Public Administration, Management of Higher Programmes, Riyadh, 1979.

Decision making is not an individual activity which reflects the ability of the manager, but it is a group activity, with results arising from the group skills of all members involved in making the decision. Administrative decisions are not separate events, but part of a chain of operations which are linked continuously to previous and subsequent operations. Successful management is characterised by a group co-operating to study work problems, suggesting substitute solutions and directing their abilities as individuals to reach the best of their capabilities, and co-operating to implement the policies of the organisation.

ii) Work situations

This element affects workers' behaviour, their abilities and attitudes to the importance of their employment. The most important thing for the manager is to prepare an open environment in which the workers can discuss and express their ideas and thoughts.

There are some needs which the manager must take into consideration. For example, the followers need to feel secure. Such a sense of security may be encouraged by the manager sharing information about the working environment. This sharing of concerns may give the follower a chance to understand his leader's directions and reactions towards his work, and in turn will lead the follower to understand his leader's evaluation of his

work. Effective leadership may be built on sharing of problems and acceptance of the contributions of leaders and followers, without a distorting segregation.

There is another matter which must be taken into consideration by the manager - having a permanent system of rewards and punishments, which must be clear and fair for all workers.

iii) The follower's understanding of himself

When a secure environment is prepared for the worker, he can feel able to use his abilities and skills independently. That does not mean separating the worker from the leader's supervision, but creating the conditions which allow him not to be dominated by routines and work procedures that limit the creativity and quality of the work done.

Independence will be developed when the follower is given authority at a suitable time, negotiated with the leader. This will come when the worker has the ability, experience and qualifications to be independent, without a manager supervising every step of the work but instead supervising the achievements of the worker. Intrinsic in this model of management is the need for the manager to encourage the participation of the followers in negotiating work problems and finding their solutions. This type of management can be taken a stage further, to the point

where the manager lets the workers take responsibility for projects which the workers can see as their own projects. Dealing with real problems in this way will have two great benefits for the workers. Firstly, it will encourage a responsible attitude towards work. Secondly, it will give the workers an understanding of their own supervisors, and an insight into the problems faced by management.¹ As a recent American study of some especially successful organisations has pointed out, such an approach of delegating projects to individual workers satisfies the need of all workers to combine the security of belonging to an organisation with the "limited insecurity" of making their own decisions and feeling responsible for the results of their work.² This sense of feeling responsibility has been shown to encourage workers to persist at tasks, to do better at them and so to become more committed to them. This in turn impacts upon the workers' perceptions of themselves as workers. When they feel a greater sense of self-worth, both they and the organisation benefit.

Another vital tool of management in encouraging feelings of self-worth and commitment is the creation and imparting of clear organisational values, to the point where a strong organisational culture exists. Again, research has shown that successful organisations are those

-
- 1 - "The Winning Streak", W. Goldsmith and D. Clutterbuck, Penguin, 1984.
 - 2 - "In Search of Excellence", T.J. Peters, R.H. Waterman, J.R. Hoper & Row 1982. p 80.

which have educated all their workers about their guiding principles. Slogans, anecdotes and simple maxims have an enormous effect in improving the performance of workers in successful organisations. The reason for this appears to be closely related to the individual's need for meaning and value in his work. When he feels surrounded by a successful and relevant "organisational culture", with values which are shared by other workers and by managers, then the sense of alienation and isolation which so many people experience at work diminishes strongly. And the presence of meaning and value in work leads logically to a heightened sense of confidence and ability, even pride.¹

From what has been said, we can conclude that workers should not be treated as a piece of machinery, but as human beings who have the ability to do their best when a good environment is provided and vice versa. Growing recognition of this fact has led to the replacement of theories of "scientific management" by a new set of theories and approaches, based on human relations concepts. The inadequacy of theories of scientific management was clearly stated by Henry Mintzberg, in his analysis of job specialisation. He found that, if job specialisation is taken to the point where people are given routine machine-like tasks to fulfil, and all chance of brain-work is removed from their work schedules, the result can be

1 - T.J. Peters, R.H. Waterman J.R. Hoper & Row 1982. In Search of Excellence

counter-productive and even wasteful. When people are treated as the means to an end, and are not allowed to exercise initiative, they also suffer a drop in motivation. As a result, management has to create an artificial type of motivation, using systems of enticement by rewards and punishments. This is because "scientific management" has destroyed the natural, intrinsic type of motivation, which depends on workers having the chance to find fulfilment as human beings in the work they do.¹

4. Human Relations and their effect on educational management

If administration in general is considered as a dynamic operation in which human resources and powers play an effective and important role, then we must recognise three elements :- Firstly, the material element, including money and buildings. Secondly, the abstract element, including laws, decisions, organisational structures, etc. Finally, the very important human element, including ideas and thoughts and different kinds of behaviour. The human element complements the material and abstract elements. In fact, the administration cannot function without paying close attention to the human element.²

-
- 1 - Mintzberg H. (1983): Structure in Fives : Designing Effective Organisations - Prentice-Hall International, pp.26-9
2 - Assaf M: The Principles of Management, Dar Al-Nasher Al-Arabi, Cairo, 1976.

Human relations in educational administration are very important because the end product of these organisations (schools) are human beings, who form citizens. In school administration, there is a large element of dealing with the people directly, more than in any other administration. If we look at the constant process of contact and interaction between various people, such as teachers, students, principals, supervisors and parents, then we can see that all the workers and the "raw material" of the education process (children) are human beings, who need good human relations to keep them happy and to develop and encourage their abilities. It is the responsibility of the leaders to keep these human relations as good as possible.

But this does not mean that human relations have to be developed at the expense of the organisation's aims. In fact, the reverse applies. Human relations are not an aim to be pursued in isolation, but are in fact a vital factor in reaching the aims of the organisation itself. Everyone should take into consideration public rights as well as individual benefits. When we look for public rights, these are best secured through a happy and efficient organisation, in which the manager seeks to keep human relations in good shape. The leader should do his best to keep good relations between the staff themselves, and with every employee. Developing and maintaining these relations should be considered as a technical skill which should exist and be developed within the leaders.

The Human Relations school of management, as reflected in the writings of Mayo, recognises the importance of good group relations in achieving the aims of the organisation. Mayo gives a striking example of the extent to which bad human relations frustrate an organisation in his analysis of the mule-spinning department of a textile works in Philadelphia which was suffering from unacceptably high labour turnover, and a corresponding loss of efficiency. Research showed that the major problem was a sense of low self-esteem among the workers, caused by a feeling that their boss was not interested in them and did not value their work highly. In addition, the work of the department was essentially solitary inspection work, with little chance for communication. To help the works achieve the "organisational" aim of more efficient production, Mayo adopted a two-stage human relations programme. Firstly, the workers were made to feel more valued and respected by their boss, through the allocation of rest periods. Secondly, the workers themselves were given a measure of control over the allocation of the rest periods. This gave the workers a chance to form social contacts, and to start to function as a group. The human-relations programme, therefore, supported and encouraged the work of the organisation. Before the programme began, the failure of the bosses and leaders of the plant to achieve their organisational aims had resulted from the weakness of their human skills, far more than from inadequate work-skills relating to

administrative techniques or production engineering.¹

What is meant by human relations?

A simple definition of human relations management is a form of management which is based on looking at the organisation as a human society, which has its wishes, problems, values, hopes and feelings. The human relations approach to management aims to reach the highest possible level of efficiency for the organisation, by fulfilling the psychological and social needs of individuals, as well as their material needs, so as to create the maximum happiness and welfare, as well as achieving the aims of the organisation.

Although most administrators, in Saudi Arabia and elsewhere, are probably aware of the meaning of human relations, the literature on the subject shows that it is often not put in its right context during its implementation. This is because some leaders have a mistaken or superficial idea about human relations. Mayo drew attention to the fact that many leaders still believe that paternalistic treatment and "setting a good example" leads to the development of good human relations and organisational efficiency. He pointed out that this approach is based on a negative view of the mass of ordinary people as a "rabble" which is incapable of

1 - Elton Mayo : Social Problems in Industrial Civilisation (1945). p. 51 and following.

organising itself and creating systems of operation without being "set an example" by its leaders. In reality, Mayo pointed out that the complex reality of social organisation is not receptive to this contemptuous style of "leadership", which assumes that workers are just passive participants in the work process who need to be shown everything by their leaders. In fact, a style of management based on good human relations will help the workers to contribute their own ideas, and to form their own team-relationships in a way which fulfils their needs and the needs of the organisation.¹

Human beings reach their maximum level of achievement when they feel secure with other people, and when they know that other people are aware of their feelings.² If they do not have this sense of security, then they will be come alienated from the " culture" of the organisation, and will not want to contribute more than the bare minimum of effort and imagination.³ The human relations approach recognises this danger, and gives high priority to over coming it.

The principles of the Human Relations school, as put forward by Elton Mayo and John Adair, can be found in many religions as well as in the field of organisational

-
- 1 - Elton Mayo : Social Problems in Industrial Civilisation (1945), p. 39.
 - 2 - Assaf M. The Principles of Management, Dar Al Nasher, Al-Arabi 1976, Cairo.
 - 3 - John Adair: Effective Decision Making. Pan Business Management 1985. p 14-16.

theory. In Islam, for example, the Quran says in many different chapters that people are created equal and they must be treated equally. People should work together, as brothers and sisters, and should help each other and share feelings such as happiness and sadness. Humanity in Islam is presented in two words : Love and Kindness. This means that Islam has anticipated the principles of the Human Relations school. An Islamic society will be receptive to the Human Relations style of management.

In addition, the traditional social patterns of Saudi Arabian life are based on a high degree of cooperation and mutual support by people working as a team. Many of the activities of the agricultural communities, such as well-digging, could only be done as a team effort involving all the community. Among the Bedouin, major decisions about the direction in which to travel to find the best grazing had to be made by discussion and consensus among the community, and the task of setting up each new camp involved cooperation between the community at every stage.¹ So the Human Relations approach is especially suited to the culture of an Islamic society such as Saudi Arabia. The challenge is to make the ideas of the Human Relations school more widely known among managers and administrators who have formed autocratic habits or attitudes in the past.

1 - Abdulrahman Al-Suwaida : Najd in the recent past, Dar Al-Uloom, Riyadh, 1983

Implications of the Human Relations approach for the style of leadership

The results which the leader achieves are totally determined by his own specific behaviour. This will be true no matter how big the size of the group that he is responsible for. The leader who wants to be successful must treat all the employees fairly, avoiding private personal relations as these will create discrimination and jealousy among the employees themselves. The leader must avoid a selfish or authoritarian attitude, because this will damage good relations, whether between the leader and the employees or between the employees themselves. That will also have a negative impact when the leader comes to write the personal report on each employee. On the other hand, the leader must be strong in initiating structures, and should show high consideration for the members of his work group. For example, the leader should make his or her attitudes clear to the staff, and try out new ideas with the staff, as well as criticising poor work, speaking clearly and making speech understandable. The leader must also encourage good work and try to make it pleasant to be a member of the staff.

In his book on management (1976), M. Assaf has identified the following four major characteristics of successful leaders, which are:

- 1 - Intelligence. Leaders tend to have more intelligence than their followers.

- 2 - Social maturity and breadth. Leaders have to be emotionally mature and to have a broad range of interests.
- 3 - Human relations attitudes. Leaders are able to work effectively with other persons. They respect individuals and realise that, to accomplish tasks, they must be considerate of others.
- 4 - Inner motivation and achievement drives. Leaders want to accomplish things. When they achieve one goal, they seek out another. They are not primarily dependent on outside forces for their motivation.¹

However, these characteristics which are possessed by nearly all successful leaders are not by themselves enough to guarantee success. They are only the personality traits on which success can be built. So, as well as possessing the right characteristics for the job, the leader must be sensitive to the following points which were identified by Assaf :

- 1 - Praising : everyone enjoys receiving praise for a job well done. So praising every member of the work group is important, because every worker likes to know that his or her work is right and appreciated,

1 - Assaf, M. _ The Principles of Management, Dar al Nasher al-Arabi, Cairo, 1976.

so as to give more and better work in the future. Therefore, the manager helps to fulfil the workers' needs by giving sincere praise.

- 2 - Supplying objectives : in supplying the objectives for the organisation, the manager defines objectives which will allow members to work together. Effective objectives are more often the result of conscious deliberate action.
- 3 - Providing security : a leader can provide a large measure of security by maintaining positive, optimistic attitudes, even in the face of adversities.
- 4 - Suggestion : suggesting often permits the subordinate to retain a dignity and a sense of participation, more than would be the case if a direct order were given.
- 5 - Inspiration : Many persons work more productively in organisations when their leader lets them know that the work they are doing is worthwhile and important. Thus a member is more likely to work toward organisational goals after being inspired by the leader in this way.¹

1 - The above points are taken from Assaf, M. : The Principles of Management, Dar al Nasher al-Arabi, Cairo. 1976

If we look at the various leadership styles (autocratic, democratic and laissez-faire), we will find that the democratic style of leadership is the most considerate of human relations, because it is based on groups rather than individuals. For example, in this style all policies are a matter of group discussion, encouraged and assisted by the leader.¹ When technical advice is needed, the leader suggests two or more alternative procedures from which a choice can be made. The members are free to work with whoever they choose, and the division of tasks is left to the group. The democratic leader is objective in praise and criticism, and tries to be a member of the group in spirit, without doing too much of the work. The democratic leader always tries to share information and ideas among group members. In fact, democratic leadership automatically involves a human relations approach, in that all members of the group are seen as important contributors to the final decision.

So if a leader is following the democratic styles, that leader will take human relations as a basic element in achieving the success of the organisation. On the other hand, treating the workers just like a tool will not convey positive expectations of them, and will not develop good production in terms of either quality or quantity.²

1 - Assaf M, The Principles of Management, Dar Al Nasher

Al Arabi. Cairo 1976.

2 - Sulayman A : Strategy of Management in Education, Maktabet Al-Englo, Al-Masreia, Cairo, 1978.

In summary, the writings on successful leadership suggest that leaders must possess the following skills and characteristics, in order to meet the requirements of the Human Relations style of management:

- 1 - Sensitivity to the feelings of others, while being at the same time helpful, responsible and friendly.
- 2 - Respect for the beliefs, rights and dignity of others, remaining loyal to one's ideas and ideals.
- 3 - Strength in feelings and self-confidence, and the ability to identify easily with co-workers, including those who supervise him/her, and those who are being supervised.
- 4 - Ability to be consistent, generous, humble, fair and honest in dealing with others.
- 5 - Enthusiasm in informing others about the policies and regulations of the system in which the leader operates.
- 6 - Interest in the improvement of the group, while at the same time possessing the ability to get the job done quickly and in the most economical, efficient and correct manner.
- 7 - Awareness of the need to avoid envy, jealousy and conflicts of personality, while at the same time

being willing to take the blame for one's own mistakes.

8 - Ability to give the co-workers the benefit of the doubt and the advantage, wherever possible.

9 - Firmness, without being stubborn, in judgements and decisions.

10 - Sincerity, as well as being straightforward and easy to talk to, able to get the best out of people without aggressive shouting, being open to suggestions encouraging, enthusiastic, stimulating, inspiring, relaxed, and finally an interested, dynamic leader with a sense of humour.

11 - Flexibility of behaviour.

12 - Ability to develop and demonstrate a liking for people.

It must be kept in mind that human relations as a part of any kind of administration in general, and as specific elements of the school administration, plays a vital role in achieving positive results, especially if we take into consideration that the output of schools are good citizens who can better understand themselves and their society and look forward to making this society happy and progressive.

5. The School Principal as a Manager in the Education System

We will now examine the role of a School Principal as a Manager, in the light of the general conclusions on management and administration which have been set out above. We are not specifically concerned with Saudi Arabia at this stage, but the general conclusions of this section will apply to Saudi Arabian schools.

It goes without saying that the School Principal carries a major responsibility for the educational organisation. The Principal's work is not limited to specific areas of administration, but the Principal has to be involved in all school activities. So, instead of being a specialist administrator, the Principal has to function as a generalist manager, in the classic sense of the leader who achieves organisational results through people (mainly through the staff of the school). The most important skills of the Principal are not "abstract" administrative skills (such as financial knowledge or techniques). Instead, the most important skills are the "people" skills of management.

A Manager is the person who has a functional position in the organisation, which includes responsibility for planning its future. The Manager is responsible for directing the followers, supervising their work and being sure that it is directed towards the school's goals.

Among these responsibilities, the manager also has an organising function which divides work between the staff and limits their responsibility and authority.

The School Principal is the administrative head of a local elementary, middle junior or senior high school and is responsible for the implementation of district policy with the unit. The functions of the Principal include: scheduling; budgeting; leadership and supervision of instruction; physical plant maintenance and supervision of custodial services, records and office management; development of transportation routes; administration of public personnel services in the building; work with community groups; administration of policy governing co-curricular activities, student attendance, health and safety and placement; supervision of guidance personnel; and administration of negotiated personnel contracts.¹

From what has been said, we can conclude that the School Principal is the person who can motivate group efforts to be effective by a well-planned policy which will enable the Principal to co-ordinate, organise and implement, give orders and supervise the group's work in a happy, friendly environment to reach the school's goals while at the same time fulfilling the psychological needs of the teachers and other staff.

1 - Thomas J. Landers and Judith G. Myers, Essentials of School Management, W.B. Saunders Company, 1977

6. The Role of the Principal in School Supervision

Supervision is the term which refers to any individual rendering supervisory services¹, including the supervising Principal, the Assistant Principal, the Department Head, the Assistant Dean, the Dean, the Specialist Consultant, and the Assistant Consultant or Master teacher consultant.

Supervision involves the seven following elements:²

- 1 - Planning : which means planning the educational policy of the particular school in the light of the government's educational policy. This comes about as a result of careful study of the life of the society in the area of the school.
- 2 - Organising : this means organising work according to the targets for various levels of the organisation, as well as ensuring that the necessary trained staff are available to carry out each item of work.
- 3 - Co-ordinating : this means co-ordinating the services which are needed for educational management.

1 - Marks and Kings Stoop, Handbook of Educational Supervision, Allyn and Bacon, 1978.
2 - Fayol, H : General and Industrial Management, Pitman Publishing Corp. New York, 1949.

- 4 - Implementation : this is the major phase of the supervisor's activities. It is the phase at which the planned policy is put into action.
- 5 - Controlling : this means supervising the work while it is being carried out, and giving directions to keep the work proceeding in the planned direction.
- 6 - Follow-up : this means that the operation of the administration must not be left to proceed automatically. Instead, it must be regularly and carefully checked until it is finished.
- 7 - Evaluation : this is done in order to clarify strengths and weaknesses, and to feed back results for replanning if necessary.

These seven elements of supervision are intrinsic to effective administrative work of any kind. But it must also be remembered that supervision is based on a number of principles, which can be summarised as follows :¹

- 1 - Supervision is an integral part of an educational programme.

1 - Marks and Kings Stoop : Handbook of Educational Supervision, Boston, London, Allyn and Bacon, 1978.

which involves co-operative team-type service.

- 2 - All teachers need supervisory help, which must be a major responsibility of the supervising Principal.
- 3 - The style of supervision needs to be adapted to suit the individual needs of school personnel.
- 4 - Supervision should help to clarify educational objectives and goals, and should illuminate the implications of these objectives and goals.
- 5 - Supervision should help to improve the attitudes and relationships of all members of the school staff, and develop a good rapport with the community.
- 6 - Supervision should assist in the organisation and proper administration of curricular activities for students.
- 7 - Responsibility for improving the programme for school supervision rests with the teacher in the teacher's own classroom. But at the level of the school, this responsibility rests with the Principal.
- 8 - The effectiveness of a programme for supervision should be evaluated by both the participants and outside consultants.

These basic principles should be tried and taken into consideration by the School Principal, who is the day-to-day supervisor of the school staff.¹ The Principal is always the central connecting link in school relationships, whether these are the relationships between the teachers themselves or between teachers and students, teachers and parents and teachers and supervisors. The main responsibility for supervision rests with the School Principal, who has to discover the kind of ability and talent which every teacher has, and must analyse the difficulties which the school is facing. According to Dr. M. Assaf (1976), effective leadership is based upon co-ordination between the leader and his workers. So every Principal should be ready to share supervisory responsibilities and use this as a method to achieve the school's aims.

The main goals of supervisors²

School supervisors have many diffuse goals, which will vary according to each school's situation. But the specific goals that all educational supervisors are trying to reach are the following :

- 1 - To identify educational aims clearly.

1 - Al-Afandi, M. : Educational Supervision, Alam al-Kitab, Cairo, 1951.

2 - Marks and Kings Stoops : Educational Supervision London Allyn & Bacon 1978.

- 2 - To differentiate between the goals and the methods.
- 3 - To connect the curriculum subjects with each other.
- 4 - To understand the problems of the students, and to remove difficulties which are preventing them from learning properly.
- 5 - To improve the circumstances of the school.
- 6 - To give members of the community the chance to work and co-operate with the school.
- 7 - To help and support the teachers.
- 8 - To establish a moral base for instruction and for the daily life of the school.
- 9 - To get the teachers to give their best efforts.
- 10- To help the teachers to enjoy their work.
- 11- To evaluate the results of teaching.
- 12- To encourage and praise the work of staff and students.

If we take a look at the approach to supervision in Western school systems in the past, and compare it with

supervision today, we can see that big changes have taken place. The differences between the two approaches can be summarised as follows :

7. Traditional and Modern Supervision Compared¹

In the following table, the traditional approach to supervision is summarised in the left-hand column. In the right-hand column, we see the main ideas of the modern approach to school supervision, influenced by the Human Relations school of decision-making.

Scientific Manager-Autocratic	Human-Relations based, Democratic Decision-Making
<u>Traditional Supervision</u>	<u>Modern Supervision</u>
1 - Inspection	1 - Pragmatic study/analysis
2 - Teacher-focussed	2 - Focussed on goals, material techniques, method, teachers, students and environment.
3 - Visitation and conference	3 - Many diverse functions.
4 - Poorly planned	4 - Definitely organised and planned, with specific objectives
5 - Imposed authority	5 - Co-operative
6 - Usually by one person	6 - By many people
<hr/>	
1 - Marks and Kings Stoops : Handbook of Educational Supervision 1978.	

To summarise the discussion of this subject by Marks and Kings Stoops, we can say that the aim of the traditional method of supervision was, above all, to inspect the teacher and to measure the teacher's performance in fulfilling an educational programme laid down by the local school authorities. The teacher's "performance" was judged, above all, on his ability to impart information to the students. Modern methods of supervision do not focus exclusively on the teacher. Instead, they analyse the total teaching/learning environment, including all the functions which are involved. The aim of modern supervision is to help the teacher to act as a co-operating member of the group dedicated to improved instruction.

8. Techniques of Supervision and Approaches to the Subject

The School Principal plays a major role in supervising, operating in many ways. Firstly, the Principal visits teachers in the classrooms whenever the Principal or the teachers think that this is necessary. Secondly, the Principal keeps in constant contact with the teachers by discussing, listening, holding conferences and by helping the teachers to find the best way to develop their work and to achieve their goals.

It is the Principal's responsibility to direct the educational situation as whole, discussing the problems of teachers, curricula, students and the other areas relating to schools and employees. It is the Principal's

responsibility to help the new teacher, especially in problems faced in classroom situations, and to help the older teachers to adopt new methods.

Visiting the teacher in the classroom will always be one of the main techniques of inspection. But research shows that teachers respond badly to a visit which does not include praise and encouragement for the teacher in his or her work. The visit must therefore be conducted as a chance to evaluate and understand the total working environment of the classroom, and not as an inspection focussing entirely on the teacher.¹ In general, the School Principal must try to make the visit to the classroom friendly and helpful. The visit should generally be followed by a conference or a similar opportunity to give feedback and advice to the teacher.

Visiting the classroom is not the only way in which the Principal can evaluate work. There is a lot of scope for different kinds of supervision through faculty meetings, involvement of the teachers in curriculum development, organisation of demonstrations of teaching techniques and workshops focussing on points of technique, etc. As a general rule, the Principal must remember that giving a purely personal evaluation of the problems relating to the curriculum and teaching methods, and

1 - Marks and Kings Stoops. Handbook of Educational Supervision 1978.

monopolising that evaluation, will be less effective than involving the whole staff.

In order to be effective, any Principal needs training in :

- 1 - Learning theories and teaching methods.¹
- 2 - Educational psychology.
- 3 - The special characteristics of the students in each level.

It should always be kept in mind that supervision is not something to be fitted in whenever the Principal has a moment to spare. Instead, the Principal must think through the reasons for supervision, the techniques to use and the appropriate time for undertaking supervision. If the Principal knows exactly how the situation in every classroom is and should be, as well as each person's individual personality and ability and the role of the teacher in the classroom, then the Principal will evaluate each teacher's work successfully and fairly.²

A by-product of good supervision on the part of the

-
- 1 - Zaharan, H. : Psychological Counselling and Supervision, Alam Al Kutub, Cairo, 1976
 - 2 - Sulayman, A. Strategy of Management in Education Maktabet Al Englo Al Masreia, Cairo 1978.

Principal, including participation in some classroom activities, is that the students will benefit as well as the teachers. This is because the students will get to know the Principal better, and will see that the Principal is concerned about their progress and the quality of the teaching environment. In this way, human relations in the school as a whole will be improved, and the Principal will not seem to be a remote or unapproachable person.

The Principal who seeks improvement in the work of the school is the Principal who is trying to be helpful, co-operative and friendly, and not always trying to find teachers' errors. The effective supervising Principal is the one who tries to find the positive and strong side in every teacher's work and ability, and encourages that side. The effective Principal also knows the weaknesses of each teacher, and works with them to achieve better results. It must be remembered that the good Principal who tries to do good supervisory work must pay attention to the following points:¹

- 1 - Ensure that the efforts of teachers and supervisory personnel are directed to the same objective - i.e. ensure that supervision is essentially a co-operative process rather than a confrontational process.

1 - Al-Afandi, M. Educational Supervision. Alam Al Kutub, Cairo 1951.

- 2 - Be ready to offer and accept new ideas.
- 3 - Work for the best use of all available instructional material.
- 4 - Respect staff opinions and suggestions.
- 5 - Recognise that support and loyalty are a two-way process.
- 6 - Have a sincere concern for staff members as professional individuals and colleagues.
- 7 - Praise and encourage attitudes and procedures for specific accomplishments.
- 8 - Use effective and agreed methods of evaluation.
- 9 - Support the staff in relations with the community.
- 10 - Accept the teacher as an equal, charged with specific responsibilities.
- 11 - Enlist the co-operative efforts of the entire staff in studying the school's educational problems.
- 12 - Provide opportunities from which teachers can develop potential leadership.

- 13 - Accept deviations from the established way of doing things, when this is appropriate in order to achieve the goals of the school.
- 14 - Conduct a continuous search for better and more effective ways of performing one's duties.
- 15 - Believe that no perfect way of doing things has yet been found, and so remain receptive to new approaches and concepts.

It is very much to be hoped that all School Principals will realise that they have a role in school supervision, because it is the responsibility of the Principals to keep up the standards of the school, and to ensure that the school is successful, having good and friendly relations and a good co-operative atmosphere in general. Such a school will be a community that regards supervision as a helpful, co-operative job, which enables teachers and students and the other staff to relate to each other in a friendly way so that they will want to achieve even more improvement and success.

Conclusion

We have seen that there are many types of school administration, ranging from the autocratic to the democratic. There are also many types of managerial behaviour, ranging from the traditional autocratic style

of leadership to the more flexible and supportive type of "human relations" management. The democratic type of administration, combined with the Human Relations approach to management, offers important advantages in terms of a better climate of co-operation between teachers and administrators, and a clearer common perception of goals to be achieved by the school.

In conclusion, we should try to sketch out the extent to which the Saudi School Administration for Girls' Education meets the criteria of effective management.

The first major point made in our analysis of school management is that school administration is not a goal in itself, but is a means of organising the learning process so as to attain the goals of the school. For this to be achieved, it is vital that the school has clearly understood goals for its teaching. But in Saudi Arabia, the goals of the schools are not clearly defined. One major uncertainty is the extent to which the girls who are being taught in the schools will be able to use their knowledge and skills after school, since there are few opportunities for women to work outside the home. Saudi planners have stated, in the Fourth Development Plan for 1985-90, that urgent consideration will be given to the employment of women in the future. But until more specific plans have been made for the employment of women, the goals of the Girls' Schools will remain rather

unclear. The lack of clear goals will, of course, present problems for the administrators.

We have also seen that creativity is an important part of good administration. Here, it must be said that Saudi Arabia suffers from a rather centralized system of administration of Girls' Schools, which discourages creative innovation. In my experience, there are administrators who want to try new and creative techniques. But they often find it difficult to do this, as they have to get permission for their work to take place.

A good administration must be a humanitarian administration, respecting the opinions and ideas of individual workers. But in Saudi Arabia, the scope for a "humanitarian" approach is limited to within the Administration for Girls' Education, where women can work together and learn to respect each other's feelings and opinions. There is very little scope for a humanitarian approach at the higher levels of the Administration, where women and men have to work together, since the opportunities for contact between men and women are limited to formal channels of communication.

The lack of flexibility in the Saudi Administration, which results in large measure from the centralised nature of the system and the limited contacts between men and women at the higher levels, makes it extremely difficult to introduce a democratic style of administra-

tion. Of course, some managers succeed in creating a democratic style of administration within their own unit, as a result of their own personality and abilities. But this is rare. The nature of the system encourages administrators to adopt an autocratic style in many cases. The system is, in any event, closely controlled by regulations and statutes which reduce the scope for flexible and democratic administration. There are few opportunities for workers to function independently within the Saudi administrative system and to take responsibility for their decisions, because of the high degree of bureaucratic control throughout the system. Furthermore, the opportunities for workers to act independently and on their own responsibility are limited by the lack of clear organisational values in the system.

Turning to the question of the Human Relations school of management, and the extent to which Saudi administrators in Girls' Education are aware of this school, we have to admit that many administrators in the Girls' Schools have never studied administration as such. Some of them took mathematics as a major subject, or even History or Arabic language, with no course in administration at all. However, those who have studied administration as a subject are likely to be aware of the Human Relations approach to management.

When we discussed the techniques of supervision, as a key element in the work of the School Principal, we

drew attention to the fact that supervision must be regarded as an important activity in its own right, and that time must be set aside for it. But in the Saudi Arabian Administration for Girls' Schools, it must be said that supervision is not given a lot of time. There is often not a properly planned supervision programme, and administrators are left to fit supervision in when they have a moment to spare. As for the methods used in Saudi Arabia, these can vary between the "traditional" method, based on inspections and mainly teacher-focussed, and the "modern" method, focussing on goals and techniques. Much will depend on the knowledge and experience of the individual supervisor.

We can see, therefore, that the Saudi Administration of Girls' Schools is in many ways in need of development to take account of modern theories of effective school management. The problems in the Saudi administration reflect the relative conservatism of Saudi society and also the fact that this is a very new system, and that there is a great shortage of trained women able to apply modern theories of management. But we can be confident that, as the number of women studying management increases during the next few years, modern concepts and ideas will spread through the administration.

CHAPTER NINE

Decision-Making

Introduction

The administrative operation is based on decision-making which is carried out in all spheres such as planning, organizing, directing and following up and in all other activities of the administration such as production and supplying. Decision-making is considered the most important element of the administrative operation. It is in the centre of the administration and the tool of the leadership. Any development or reform of the administration is based on the best decisions that are made for them.¹ The successful leader is the one who has a combination of talent and qualifications as well as knowledge, which help him develop his ability to accept responsibility; and to understand what is going on in the minds of his subordinates, to know their point of view about the different matters, and to encourage them to use all their capacities.

Organisation and Decision-making

Every organisation no matter how big it is, bases its work on decision-making which leads to the failure or success of the organisation. Before talking about decision-making, we can start with the definition of the

1 - Assaf, M. The Principles of Management, Dar Al-Nasher Al-Arabi, Cairo, 1976.

organisation itself: what is the organisation?

The organisation is defined as a frame of establishment such that it unifies the different kinds of functions that happen inside it, according to a certain kind of logical order and co-ordination of the relations; and by a way which automatically leads every individual or department or administration within the building to put out his best efforts to reach the aims of the establishment.¹

The organisation stems from the united aim of people. Also it is a group of principles and information that ensure the transfer of the decisions and directions in a skilful way to the workers who must complement them.

The organisation is the operation that limits the role which it is hoped, will be taken by every element of working group.

From these definitions, we can say that the organisation is the complete unit that forms from a group of workers, its aim is co-ordinating human activities in certain fields for reaching the agreed aim.²

1 - Allaky, M. The Management, 1981 Tuhama, Riyadh

2 - Assaf, M. The Principles of Management, Dar Al Nasher, Al-Arabi, Cairo 1976.

Principles of organisation

Urwicks Universal Principles of Organisation:

In 1943¹ Lyndall Urwick first analysed the Principles of Fayol, Taylor, and other writers and then synthesized them into the following list:

- 1 - " Principle of the objective: Each part and subdivision of the organisation should be the expression of definite purpose, in harmony with the objective of the undertaking.
- 2 - Principle of authority and responsibility: Responsibility for the execution of work must be accompanied with the authority to control and direct the means of doing the work.
- 3 - Principle of ultimate authority: The responsibility of a higher authority for the acts of subordinates is absolute.
- 4 - Principle of assignment of duties: The duties of every person in an organisation should be confined as far as possible to performing a single leading function.
- 5 - Principles of definition: The duties, authority, responsibility and relations of everyone in the

1 - Thomas J. Londers and Judith G. Myers, Essentials of School Management, W.B. Saunders Company 1977

organisational structure should be clearly and completely defined in writing.

- 6 - Principle of homogeneity: An organisation, to be efficient and to operate without friction, should be so designed that only duties and activities that are similar or are directly related are combined for execution by a particular individual or group.
- 7 - Principle of organisation effectiveness: The final test of an industrial organisation is how smooth and frictionless is its operation."

He further adds:

"Organisation should determine the selection of personnel rather than personnel determining the nature of organisation. A member does not, by delegation, divest himself of responsibility. Two members should not delegate responsibility to same member. The number of stages of delegation of responsibility should be as few as is practicable. Responsibilities should be defined by identifying and then grouping the elements of administration. Responsibilities should be defined by identifying and then grouping the elements of administration."

A particular responsibility is better performed by one member than by two or more. Whereas organisational principle is a science, the practice of organisation is an art.

Types of Organisation

There are three types of organisation which were categorized by Max Weber, a pioneer German sociologist.¹

1 - Traditional organisations. The right to occupy positions of power or authority is inherited or handed down from generation to generation. The spirit of traditional authority is captured in the phrase "the king is dead - long live the king".

2 - Charismatic organisation. This type of organisation, according to Weber, is headed by a single leader to whom everyone owes loyalty and allegiance by force of the leader's personality.

3 - Bureaucracy. This type of organisational structure described by Weber is designed specifically to make maximum use of administrative specialists who possess a high level of expertise. Positions in this system are created on a functional basis and office holders are recruited to fill them on the basis of their technical competence to do the work required in those positions. Authority in this system is based on the supremacy of laws. This concept of legal authority is epitomized in the phrase, "a government of laws, not man".

1 - Landers and Myers, Essentials of School Management. Saunders Company, 1977.

Formal and Informal Organisation

Formal Organisation: The relationship between the members of the organisation and the organisation itself, which contains the limitation of every worker's responsibility, division of work, setting up a board of information and regulations to enable the individuals to have a standard by which to work. In the light of this, formal organisation can be defined as a system that organises its work by setting plans, borders, regulations and the implementation of the work of individuals inside the organisation, to ensure that the goals of the organisation are met.¹

Informal Organisation: This type of organisation means the organisation that has developed as a result of the informal relationships between the individuals inside the organisation. The informal organisations represent a real humanitarian environment, which arises from the social interaction between individuals. We can say, then, that informal authority is personal, while formal authority is organisational.

Sometimes, informal types of organisation make the administration less stable, because the informal system of organisation is personal in its nature and does not

1 - Allaky, M. : Management, Tuhama, Riyadh, 1981

recognise supervision and evaluation at work in the way that the formal organisation does. Sometimes, the administrator uses both his formal and informal authority to implement decisions that need quick results. So we can say that the informal organisation is complementary to the formal organisation but, because it depends on personal contact and because of its distance from supervision and evaluation, it cannot be a substitute for the formal organisation. However, it can be an element in assisting the formal organisation.¹

The informal organisation which is represented in the elements of variable behaviour of working groups, represents the humanitarian environment, while the formal organisation represents the elements of behaviour which are required by the administration. We notice the difference between formal and informal organisations through the figure shown on the next page.

The informal organisation will be complementary to the formal organisation because informal organisation comes from the social interaction between individuals and the nature of people, but can come to be in conflict with the aims of formal organisation.

1 - Barnard, C. : The Function of the Executive, Cambridge Mass. 1938.

The relationship between input and output
in the formal and informal organisation

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Source: Allaky M.: The Management, Riyadh, 1981, Tuhama

Authority and Responsibility

Authority is defined as the right which is given to somebody to require his followers to do their work. Responsibility is the limitation of duties which the worker has been asked to do and to do it well to avoid a reproof for careless work.¹

According to Islam, democracy must take place in all work. The Holy Quran says "and discuss the subject with them, so if you decide, go ahead by depending on God." In the situation of those people who take the ideas of others and use them as their own ideas, the Holy Quran says: "Don't think that those who are happy with what they get and like to be thanked for what they didn't do, don't think they are free from harm, on the contrary, they suffer much harm."

Mary P. Follet,¹ says about studying the administration from the psychological view, there is a leader and followers, each one of them is following an invisible leader which has a mutual aim, so the best managers are those who put this aim clearly in front of their followers.

Everybody must not be ordered. This needs the importance of explaining the situation to the followers, then they will implement according to the circumstances

1 - Assaf, M. Principle of Management Dar Al Nasher Al Arabi. Cairo. 1976.

that the situation has ordered them, without the need to make a decision by the manager ordering them to work. That means the decisions are group decisions. The followers make decisions in the light of information and facts that they receive. These decisions will be nearer to a correct decision than those made by the leader individually.

The authority is derived from the work itself, it should not be mixed between authority and power. The relation between the leader and his followers is not the relation between ruler and subject, but co-operation between the two sides. So, the giving of authority from a higher level of administration to a lower level is not to authorise power, but to give a chance to develop the ability in the follower.

The responsibility must be related to the actions not to the individual. Fayol¹ says, "there is a strong relation between authority and responsibility. The responsibility is dependent on authority and authority derives from responsibility." It must be taken into consideration that what is given to the manager of authority and what amount of responsibility, and to balance them equally.

1 - Assaf, M. Principles of Management Dar Al Nasher Al Arabi. Cairo, 1976.

The communication between the followers must take an important place, since communication becomes higher placed and co-operation characteristics form the organisation.

Administration is an occupation which is still in its development, its basis and principles are not completed yet, so the continuation of studying management based on scientific principles will enable this to come to fruition.

It is important to mention that the responsibility of the authorised person is limited to the person who authorised him, that within the limitation of resources that are available to him and the type of implementation that the agreement between the person who gave the authority and the authorised one have been settled. So if the authority delegated from the leader to any of his followers is possible, delegating the responsibility cannot happen, because the responsibility cannot be divided into parts. The person who is responsible must accept his responsibility as a whole. It also must be kept in mind that nobody can give responsibility to anybody else unless he has enough authority that enables him to do his duty and be responsible for all his work.

From what has been said about authority and responsibility, we can move to the next topic which will discuss the decision-making methods and ways as a part of authority, since the authorised people are the only group who

have the right to make decisions within the frame of their limitations of authority. That will be discussed in the following pages on decision-making.

Definition of Decision-making

Decision-making is simply defined as achieving objectives¹. But, in the administrative context, almost every decision will involve a group of people, not just an individual. Also, every decision will impact on people who may have been outside the original group of decision-makers. Decision-making in administration therefore has a collective dimension. In the widest sense, it is a pattern of interaction between individuals through which the social mechanisms that sustain effective collective activity are developed and maintained.

In our private lives as individuals, it is sometimes (though not often) possible to take decisions without regard for the collective aspect. An individual without too many family commitments could, for example, plan his financial affairs with the sole aim of increasing his capital reserves, taking decisions entirely to help achieve this end. Such decision-making would be essentially "rational". (Which investment offers the best return relative to risk? Which suits my time-scale?). This form of decision-making fits an individualistic definition

1 - Hughes M.G. : Leadership in the Management of Education, Commonwealth Secretariat, London, 1981.

of the activity, as a form of purposive behaviour to achieve ambitions projected by individuals as a means of meeting their needs (in this case, the ambition of maximising capital reserves to meet a need for financial security).

But in administration, the collective aspect is always present. And, as a result, there is a tendency for the aims of the decision-makers to multiply and sometimes to conflict. Whereas the individual may make relatively clear choices between alternative courses of action purely as they affect him, the administrator has to choose between alternative goals which offer benefits prized by different people to varying degrees. These different people may hold strongly-opposed views about the overall goals to be achieved. As a result, administrative decision-making loses a lot of the rationality present in purely individual decisions. The problem is succinctly put by Abdulfattah.¹ He rightly observes that decision-making is in its essence a human and logical operation, open to rationality, because the decision-maker can follow the desired goals. But he notes that no decision-making can be purely rational, given the impossibility of obtaining specific information and precise forecasts. He also notes that decision-

1 - General Administration, Dr. Mohammed Abdulfattah, as indicated in the Book of Administrative Behaviour by Hamza M. and Khalil R. Dar al Majmi al Ulmi, Jeddah 1978

making becomes even less rational when there are a multiplicity of aims which conflict.

A vital point in discussion of decision-making is that the decision-making process does not come to an end when the general purpose of the organisation has been determined. The task of "deciding" pervades the entire administrative organisation quite as much as does the task of "doing", and is integrally tied up with the latter. As Simon observed, "Decisions are the bridge between intention and action. Although any practical activity involves both 'deciding' and 'doing', it has not commonly been recognised that a theory of administration should be concerned with the processes of decision-making as well as with the processes of action."¹

From this, it follows that decision-making is the heart of any organisational operation, because any development of the administration will be dependent upon the best decision being taken.

When we turn to consider how decisions are made, we will find that many elements are involved, starting with knowledge and experience and going on to include logic, morality and humanity. The relative importance of these factors will be discussed later. But we will first try to establish the basic theories and techniques of decision-making.

Theories of Decision-making

There are many theories of decision-making which deal with the techniques or ways that must be followed in making decisions. We are going to clarify two theories of decision-making, then relate them to decision-making in Saudi Arabian administrations, clarifying which one of these theories is suitable for Saudi administrations. These two theories are :-

- 1 - Simon's theory
- 2 - Barnard's theory

1 - Simon's theory of Decision-making¹

Herbert Simon (1951) says that the administration makes its decisions in the light of one or more of the following factors :

- 1 - Legislative policies, which depend on the values and ethics of the higher administration.
- 2 - Administrative policies, which are general and comprehensive and open to change and explanation.
- 3 - Practical policies, most of which are laws and information for specifying the authority of employees.

1 - Simon, H. : Administrative Behaviour, Macmillan, 1951.

For the decision-maker, there are scientific facts which relate to the problem under decision. These facts specify the problem and the likely cause. There are elements which are considered part of decision-making, such as : traditions, customs, wages. These elements have a large influence on the administrator's decision. Then there are external influences - the elements that do not relate to the individual himself, but to the organisation he works with as well as the general environment of the organisation. There must be qualifications between authority and responsibility, but authority should not be given to the employee until he proves the responsibility which has been given to him and insists on the need for equality between authority and responsibility. The external influences mean the elements that do not relate to the individual himself, but relate to the organisation with which he works, besides the public environment of the organisation. The authority is defined by Simon as the right of making decisions, which guide the others to actions they must take.

The interior influences which are involved with the individual (manager) concentrate on his personal evaluation for qualifications and criteria. Qualifications and criteria depend on the leader's point of view toward his evaluation accounting for the cost and revenue.

Decision-making is based on three activities which are :¹

1 - Simon, H. Administrative Behaviour, MacMillan, 1961.

- 1 - Intellectual activity : searching in the interior environment for situations that call for making decisions. These activities relate to the definition of the problem.
- 2 - Planning activity : creativity in putting the substitutes to solve the problem, so as to find the suitable substitute.
- 3 - External activity : selecting one of the substitutes and making a decision, then implementing. But it will be hard for the administrator to follow these procedures and select the right decision, because the definition of the problem is still unclear. The concentration must be on specifying the goals and evaluating the substitutes and choosing one of them, and then implementing it. Problem solving is an operation which starts with an analysis of the problem and is followed by decision-making.

Simon emphasises¹ that no administrative decision can be made in any organisation in a way which is isolated from the influence of many individuals. So the administrative decision may not be the effort of one person's thought, but of many people's thoughts.

From Simon's point of view about decision-making, we can conclude that he has indicated the importance of the individual worker who must be involved in making decisions,

1 - Simon, H. Administrative Behaviour, MacMillan, 1961.

and he brought up the idea of equality between authority and responsibility, and giving the authority to the people who are accepting responsibilities.

Simon has brought up the scientific way of making decisions, which helps the decision-maker to follow an organised way to reach the decision.

2 - Barnard's Theory of Decision-making.

Barnard (1938)¹ laid down a basis for the study of organisation. He said that the organisation is considered as a system of co-operation between the employees and co-operation of the organisation with the consumer, supplier and the public. He has said that the psychological acceptance of the authority from the observer is more important than the authority of legislation.

Decision-making flows from the necessity to reach the goals that the organisation has established. So the definition of the problem is to consider the basis for making the decision while finding the suitable solution considered as a part of the definition of the problem. But the implementation of the decision depends upon supervision and upon following.

1 - Barnard, C. : The Function of Executive (Cambridge, Mass. Harvard University Press) 1938.

Barnard stated the importance of equalising authority and responsibility. These must both be in balance, as the person's motivation is affected by understanding the limitations of his responsibilities. Barnard emphasises the importance of co-operation between the leader and his employees, taking account of the environment of the organisation. Barnard's theory starts with the goal. To reach that goal, the leader must consider that there is always an environmental boundary surrounding him.

To conclude, Barnard takes into account the psychological acceptance of the authority on the part of the observer. That is what effective management needs to make each individual feel secure and have a high sense of his own worth. If a person is psychologically satisfied with his work, he may be more able to implement procedures, and as Maslow suggests,¹ feel satisfied as a part of the work group. Barnard's insistence that authority and responsibility should be in balance, as Simon did, will give the organisation a kind of organised structure, because there is a need for every organisation to organise its structure to define the duties of the workers and, in addition, to give some who are qualified the right to supervise and to direct the others.² So any person cannot be responsible for any work without an authority given to him to be involved in that work.

1 - Hamza, M. and Khalil, R. : Administrative Behaviour, Dar Al-Majma Al Ulmi, Jeddah, 1978.

2 - Assaf, M. : Principles of Management, Dar Al Nasher Al-Arabi, Cairo, 1976.

Conclusion

To conclude Simon's and Barnard's theories, we can summarise each theory by a simple figure to distinguish the differences between them.

Barnard's Theory

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Source: Al-Muneef I.: The Management, Dar al Uloom,
Riyadh 1983

Barnard thinks that reaching the aims of the organisation by co-operation, co-ordination and communication, the function of higher administration starts in collecting the wealth (productive elements) that will be reached by division of work by building the organisational structure and limiting responsibilities. Barnard sees that the responsibilities given while the authority is taken, the probability of their equalisation by accepting responsibility in effective and qualified, the authority then will be taken by those who accept responsibility.¹

Barnard (1938) emphasises that the informal organisation will lead the individual to keep his personality away from the influences of the formal organisation which could be the cause of changing the personality of the individual.¹ The informal organisation gives praise for group work and co-operation by the way of similarity in points of view for reaching the co-operation towards the organisation's goal.

Simon's theory (on the next page), shows long consideration for the public moral traditions and customs as well which are considered a part of the decision-maker. These elements have a big influence on the decision that the manager or any person will take. The formal completed authority that comes as a result of accepting the manager to the responsibilities is the

1 - Al-Muneef, I. : The Management, 1983, Riyadh.

Simons' Theory of Decision-Making

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



SOURCE : Al-Muneef, I. : The Management, Riyadh, 1983

practical base for balancing the authority and responsibility. The responsibility is given to the administrator first, if he shows and proves his effectiveness in accepting responsibility, the authority then will follow the responsibility.

Types of behaviour in decision-making

Decision-makers commonly adopt one or more of three types of behaviour when making decisions. The type or types of behaviour in each individual case will reflect the personality and up-bringing of the decision-maker. The three types of behaviour are based on the following general approaches :

- 1 - Decision-making on the basis of experience. In this type, the manager facing problems or situations that need decision-making will use his past experience to reach the decision. There are some weaknesses in using experience alone as the basis for decisions, since there may be important differences between past problems and new problems. Information derived from previous circumstances may no longer be valid under new circumstances. There is also a risk if the administrator makes decisions which depend only on past experience. This is the risk of repeating previous mistakes or weaknesses.¹

1 - P. Lawrence and J. Lorsch : Organisation and Environment, Cambridge, Harvard University, 1967.

- 2 - Decision-making on the basis of observation. In this type, the leader looks at what the other people do in his organisation or in other organisations. Imitation of the others may create some difficulties, because of the differences in quality of observation between different leaders. There may also be important differences of understanding and interpretation.¹
- 3 - Decision-making on the basis of trial and error, or of experiment. This type of decision-making involves experiments with specific solutions, and then correcting the mistakes that are discovered during or after the implementation of the decision. The leader is especially likely to use this technique when he does not have information about the future, or when the information is very incomplete.²

These three types of behaviour, as mentioned earlier, are often closely related to the personality of the individual. Indeed, they are frequently adopted instinctively, rather than by deliberate calculation. However, it is possible to take a more systematic approach to decision-making, based on the identification of procedures and methods of work.

-
- 1 - P. Lawrence and J. Lorsch, *Organisation & Environment*. Cambridge, Harvard University 1967.
 - 2 - I. Carron, *How To Stop Men Make Up Their Minds*, in D. Hellnepel and Slocum : *Management in the World Today*, Reading-Addison-Wesley, 1975) p. 119.

The main procedures are the following.¹

- 1 - Identifying the problem which needs a decision, and gaining knowledge of the circumstances surrounding the problem.
- 2 - Specifying the Goals which are going to be achieved by the decision.
- 3 - Obtaining and studying information : It is important for the decision-maker to get the right information related to the decision. To do this, there must be precision in gathering information, i.e. exact specification of the information and resources which are needed. It is important for the administrator to review the information, and to ensure its correctness, as well as eliminating the information which is not required or which is invalid. Information must be clearly presented and relevant. Then the decision-maker will be able to study it, compare it and interpret it in the light of his own personality and imagination.
- 4 - Specifying the substitute solutions and choosing the best : Choosing the best solution usually involves group work, to find out the point of view of everyone involved, and to gather suggestions and ideas. One

1 - Assaf, M. : Principles of Management, Cairo, 1976.

way of identifying substitute solutions is to use the Game System.¹ Under this system, students or staff divide the problem into groups, and each group gives its own point of view about the problem, and suggests solutions which are supported by logical proof. Meanwhile, the other group tries to find the disadvantages of that solution, and to suggest another solution, and so on, until the administration arrives at the right solution based on group work. This does not give the leader a chance to avoid giving the right decision. Instead, he must be aware of every solution by putting his expectations, using his knowledge and experience, because the responsibility will ultimately rest with him and not with the group. In any case, the rational decision will be : Decision = facts + the point of view.

- 5 - Following the decision and evaluating it : After making the decision, it must be communicated to the employees or to anyone who may be affected by it. In addition, the decision should be written clearly, and should be understandable for everyone.

These procedures which are indicated above can be identified as a scientific method of decision-making².

-
- 1 - Assaf, M. Assaf, M. Principles of Management Dar Al Nasher Al Arabi. Cairo, 1976.
 - 2 - Abdulwahab, A. : Decision-making in the Kingdom of Saudi Arabia, Institute of Public Administration, Riyadh, 1979.

They are set out clearly in the figure below :-

The Procedures for Decision-making

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Source: Poster C: School decision-making, Heinneman 1976.

Decision-making flows from the necessity of reaching the goals that the organisation has established for itself. So, the definition of the problem is the basis for making the decision and finding the suitable solution. But the implementation of the decision depends on the higher level of the administration, involving supervision and following it¹.

To conclude, we can say that the effectiveness of making decisions depends on the system of the organisation, and also on the techniques that the manager follows. For the Saudi administrators, there is research work done by Dr. Abdulwahab A.², who showed the percentage of Saudi managers who are following the scientific method of making decisions, as illustrated in tables M, N, and P (listed at the back of this thesis). This subject will be discussed further at the end of this chapter.

-
1. Allaky M: Management, Tuhama, Riyadh 1981
 2. Abdulwahab A; Decision-making in the Kingdom of Saudi Arabia, Institute of Public Administration, Riyadh 1979.

The Behavioural Problems that affect decisions.

Decision-making involves behavioural problems which must be taken into consideration:

1. Problems occurring in choosing between decisions: problems may occur for reasons which are conscious or unconscious, or because of the weakness of planning or lack of information. The behaviour of the individual differs towards the decision, whether he was the one who made the decision or the one who agreed to make the decision. This behaviour can take the following forms¹.
 - a) Fearing and hesitating to give a point of view, and not admitting a greater knowledge of a problem to others.
 - b) Complimenting the decision-maker, so as to avoid a negative reaction.
 - c) Unwillingness to discuss the matter.
- 2 Problems associated with the position of the decision-maker: decisions which are important could be lost because the decision-maker does not have the necessary authority to carry them through.
3. Problems associated with group behaviour in the organisation, such as carelessness, delegating to

1. Hamza M. and Khalil R: Administrative Behaviour, Dar al Majma al Ulmi, Jeddah 1978.

others who are not equipped to take a decision, and irresponsibility.

- 4 Problems arising from personal problems such as shyness, love of winning, inflexibility, an argumentative temperament, etc.

To solve such problems, research indicates some solutions on the following lines¹:-

1. Continuous two-way communication among the administration in the organisation and the other organisations, and encouraging group discussions.
2. The need for decision-makers to obtain clear and correct information, logically analysed to reduce bias
3. Maintenance of good social relations.
4. Presenting the needs and goals of the public and the organisation clearly.
5. Improving morals among the employees and realising and accepting their feelings.
6. Establishing a climate in which ideas and decisions can be shared without fear and surprise.

1. Hamza M. and Khalil R.: Administrativ Behaviour, Dar Al Majma Al-Ulmi, Jeddah 1978.

What steps are needed for Decision-making.

There are some procedures that could be followed to make a decision,^{1,2} they are:-

1. Knowledge of the problem needing a decision and knowledge of the circumstances surrounding it.
2. Deciding the best time for making the decision, depending on the time needed to study the case, until issuing a decision.
3. Gathering information as much as possible, and putting the expectations and probabilities which are responsible.
4. Using the organisation's regulations and board as a guide and reference.
5. Calling a meeting for all persons who will be affected by the decision if at all possible.
6. Putting all alternatives for the problem after analysing it.
7. Making the decision among the substitutes.

1. Al-Muneef, I: The Management, Dar Aluloom, Riyadh 1983
2. Assaf M: The Principles of Management, Cairo 1976.

8. Balancing the results that the decision will lead to by specifying the advantages and disadvantages that are expected in order to avoid negative reactions of the employees who will be affected by the decision.
9. Planning how implementation of decision will be made and the opportunities that are available.
10. Informing people who are affected by the decision, and ensuring they are all satisfied with it and understand it well.
11. Following the decision to be sure that the implementation is well done.

It is important for the decision-maker to remember to put who, where, what, why, and how. For instance: when the time will be suitable for the decision to be announced. Who are the people who will be involved. What is the information required, why am I selecting this decision among the substitutes¹.

Decision-making Techniques.

As it has been mentioned previously about the techniques followed in decision-making, the techniques of decision-making will be clarified in the following pages.

1. Abdulwahab A: Decision-making in the Kingdom of Saudi Arabia. Institute of Public Administration. Riyadh 1979.

Selecting one technique rather than another depends on many elements such as: the leader's point of view and his evaluation of the situation, the nature of the problem, the nature of present circumstances and the possibilities that are available to use his technique. Decision-making techniques can be categorised in two ways:-

1. The Practical Techniques.
2. The Quantitative Techniques.

The first depends on the personal evaluation of the leader, facts, experiments and points of view. The second depends on the tools of operational research, such as written programmes, probabilities, finding similarities in four elements which are categorised under practical methods used for specific goals or needed results, while the elements of the second category could be used for specifying the ways what lead to improve the goals.¹

1. Practical Technique

- a) Intuition

Decision-making by way of personal opinion and subjective evaluation. The leader in this case gives this decisions according to his background and past experiences.

1. Allaky M: The Management, Tuhama, Riyadh, 1981.

This technique of decision-making is considered as controversial, because it does not depend on a scientific method. Use of this method by the leader depends on the human attitudes and feelings of people, This technique has advantages and disadvantages

The Advantages:

- a) Reaching the decision in a very short time.
- b) Effectiveness in making decisions that have limited influences.
- c) Taking advantage of personal ability and ability of behaviour that characterises some leaders.

Disadvantages:

- a) The decision may achieve the opposite of what is required after its implementation.
- b) The problems of implementation are unknown at the time of making the decision.
- c) There could be a better technique available to make a choice which had not been considered.

2. The Facts

The facts considered the best basis for decision-making, depending on facts and available information is not enough for making a decision, but the personal opinion and evaluation of the leader in addition to the fact is important.

3. Experience

Using the past experience is a good method in decision-making but not always because it could be the same problem which the leader has faced before, but it could have deep elements which differ from the problem experienced in the past. So in addition to the personal experience, there are some considerations that must be taken into account.

4. Considered opinions

Most leaders depend on logic which is based on analysis for the situation that the leader faces. So the leader may give his decision in principle to his colleagues in work and ask them of their opinions.

This democratic way of making a decision is not followed by every leader, but it is the best way of making a decision to enable everyone to be involved though this technique is not the best way to make a fast decision which cannot be delayed by discussion.

2. Quantitative Techniques.¹

These techniques in decision-making relate to limiting the ways that lead to reaching the desired results or goals. Quantitative techniques depend on the use of numbers in analysing information to reach the

1. Allaky M: The Management, Tuhama, Riyadh 1981.

decision, but that does not mean no wrong decision will be made, but we can say that these techniques could help the manager to have less errors in making decisions because they depend on mathematical methods that help the manager to be logical in deciding between alternative solutions. Quantitative techniques are the mathematical implementation for the scientific method of solving management problems in business organisations. They include operational research which is a scientific method for choosing the best substitute amongst many given substitutes that may be used for certain problems. Operational research includes¹:-

1. Linear programming, which is a mathematical technique, aimed at deciding the best way for using limited resources of the organisation.
2. Probability theory, which is expecting certain results for making certain decisions depending on past background and information.
3. Game theory, this method is dependent on many probabilities which include the human goal achieving the highest revenue or the least.
4. Simulation, trying to build a model which simulates the real problem that is a subject of the research,

1. Abu Rukba H: Operational Research, Dar Al-Shurock, Jeddah, 1978.

allowing this model flexibility to change according to the changes in the results, then selecting the result which gives the highest benefit to the decision-maker

Motivation and its effects on decision-making

Decision-making and implementation is a social process, and participation in any group work involves expression of the importance of the individual. Participation of the follower in decision-making gives feelings of self-worth and involvement in achievements.¹ Motivation can be defined as: pushing the individual to perform some specific behaviour, stopping or changing that behaviour. Motivation is a hidden feeling inside the individual which creates the desire to act or to behave in such a way so as to reach specific goals.²

There are many differences between the needs and motives of the managers who follow a scientific method of decision-making and those who do not. These differences are shown in the way decisions are made about needs such as safety and stability, hiring opportunities, self-improvement, payments and salaries, self-respect, respect for others, appreciation of leaders, social relations and work circumstances. The manager who fulfils these needs

-
1. Allaky M: Management, Tuhama, Riyadh 1981.
 2. Barelson B. and Steiner G.: Human Behaviour: and inventory of scientific findings (New York: Brace and World 1964).

may be more effective in his decision-making if he follows a democratic way of decision-making.¹

The system of motivating relates to the needs for production, so the system of motivation must be within the limitation of competition and suitable for the environmental circumstances. That does not mean the system of motivation must be the same in all organisations, because there are differences between organisations according to their aims and the nature of the proceeds of revenue and cost. The system of motivation must be comprehensive for all basic needs, and must include all levels of workers because, if it does not, there will be a decline in morale of the groups who are not included in the system. which will make the system invalid.²

The management system must be flexible for time and for individuals, adapting according to the needs of circumstances, whether they are interior circumstances or external. The most important thing that must be taken into consideration is justice. There must be a direct relation between effort and motivation, so the individuals must feel that the leadership does not use motivation to reward individuals for past services, or for purposes that do not relate to the work. There needs to be a well planned policy for creative and active work.

-
1. Allaky M.: Management, Tuhuma, Riyadh 1981.
 2. Hamza M. and Khalil R.: Administrative Behaviour, Dar al Majma Al-Ulmi, Jeddah 1978.

When we look at motivation from the standpoint of the individual members of an organisation, we will find many factors are involved, ranging from the most basic forms of motivation (the need for food being perhaps the most basic that there is), up, to types of motivation which are connected with psychological needs rather than simple material needs. Maslow has suggested describing this range of motivating factors in the form of a "hierarchy of needs"; the hierarchy begins with the basic needs for food, drink and somewhere to live, and goes on up to other needs such as those for money and goods, or those for social status, social respect or appreciation by other members of the peer-group, a sense of belonging, development skills, self-satisfaction and self-realisation. These are indeed the psychological needs (which are listed below) that affect work and behaviour in general.

1. Basic psychological needs.
2. Needs for safety and confidence.
3. Needs for belonging and social activities.
4. Needs for appreciation and status.
5. Needs for self-realisation.

The Maslow's Hierarchy of Needs

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Source: Maslow's Hierarchy of Needs, Figure 6, p. 153
Administrative Behaviour, Hamza, M. and
Khalil, R. Dar al Majma Al Ulmi, Jeddah, 1978

The development of basic needs to motivate.

Each need of Maslow's Hierarchy of Needs begin with the first one leading to the next, shown in the figure below.

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Maslow: Motivation and Personality, New York 1970.

So the organisation must help the individual to fulfil his needs and desires, by giving him respect, appreciation, calling him for group discussion and asking him for his opinion and point of view in making a decision when the decision might affect him in any way. Motivation is an important element to encourage individuals to work hard and faithfully. Ideally, every individual must relate to his work with the feeling that the organisation is part of him and its success is important in meeting his needs. Every individual should be involved in his

organisation's work within the limitations of his authority and according to his own responsibility, and there must be equilibrium between every individual's authority and responsibility, to enable him to think, create, and feel a sense of self-realisation.

From what has been said about motivation, we can conclude that the participation of workers in decision-making is the expression of the individual's stature and importance.¹

From this point we can refer the Maslow's theory of motivation to the importance of the need for individuals to feel acceptance and belonging to the work group. The participation of groups in decision-making should give them a feeling of importance and participation in different achievements.

Raising the effectiveness of decision-making

Every decision must have three conditions, which are:-

1. The benefit and good of the people should be achieved as well as the organisation and not cause disadvantages more than advantages.
2. It must not disagree with the law and boards and must be clear and understandable.

1. Allaky M: Management, Tuhama, Riyadh 1981

3. Implementation should be satisfactory.

Allaky M. 1981 says:¹

"The decision-maker must take into consideration the following elements to raise the effectiveness of decision-making":-

1. Logical analysis to the problem away from personal involvements or trying it keep a low profile on the problem.
2. It is important to indicate the goal that needs to be reached precisely, in order to make the decision close to the way of improving the goal.
3. Ensure co-operation with individuals by explaining the decision made to all employees with clear information, such as why the decision was made and the results expected from it.
4. Thinking of the decision before issuing it. The decisions should not be made so fast so as to make mistakes, on the other hand the hesitation of making decisions could show the weakness of the leader and his inability of facing problems.

1. Hamza M. and Khalil R: The Administrative Behaviour, Dar Al Majma Al Ulmi, Jeddah, 1978.

5. Fear of making decisions fearing problems changes.
6. The importance of following the results of decisions to ensure results are not distorted or deviated from.
7. Importance of relating the substitute solution with a suitable time, means curing the problem immediately not later.

The decision-maker does not know for certain that the substitute is going to obtain the required results, so the suggestions indicated above may help the decision-maker to raise the effectiveness of decisions.¹

Types of Decisions

There are three main types of decisions, they are:-²

1. Daily decisions: Simply defined as a routine or programmed decision which depends on following what is written on boards and legislations for the organisation.
2. Strategic decision: which is the decision that relates to the main goals of the organisation and

1. Allaky M: The Management, Tuhama, 1981.
2. Abdulwahab A: Decision-making in the Kingdom of Saudi Arabia, Institute of Public Administration. Riyadh, 1979.

its relation with other organisations usually made by more than one administrator.

3. Tactical decision is the decision that concludes long term obligations and it relates to more than one administration or department and it affects the organisation as a whole. So it is not taken by one manager, but by a group of managers or members of the whole administration.

So the role of the manager in decision-making is variable, depending on the nature of the decision that will be made in being a strategic decision, which is related to the main aims of the organisation or a tactical decision which relates to the way of achieving this main aim, or daily decision which is the routine kind or programmed.

Information and decision-making

To follow the scientific method of making a decision, the required information must be available for every step leading up to a decision. This may require the need to go back to the files and historical records inside the organisation and getting help from outside the organisation as well, because the decision-maker cannot make the right decision without following facts and gathering information. However, not all information is correct and it is up to the decision-maker to be satisfied with information received in order to base his decision. It is important

to say that gathering information is not related to problems that appear in the organisation and which need to be solved, but gathering information is an important element in making a decision whether there is a problem to be solved or not. Therefore the successful leader is the person who keeps the information organised in files so that he is able to refer to them when required.¹

It is necessary in every organisation to have permanent techniques for gathering information and analysis which can be given to leaders as and when required.²

To conclude, the manager cannot make effective decisions unless he gathers appropriate and adequate information. Even if sudden decisions are needed, he still needs a source of relevant information which could be available earlier in his mind.

The problems of information among Saudi Administrators.

The problems that face the Saudi Arabia manager in collecting information form a big problem in decision-making. These problems must be solved to enable the managers to make their decisions in an affective way. These problems are:-²

-
1. Allaky M: The Management, Tuhama. Riyadh 1981.
 2. Abdulwahab, A: The decision-making in the Kingdom of Saudi Arabia, Institute of Public Administration, Riyadh, 1979.

1. Lack of available information. This lack creates many difficulties for the manager to make decisions because when the information given is not enough, the manager may not ensure that his decision will solve the problem.
2. The length of time in gathering information, may be influenced by the quality of the resources for exchanging information, the lack of training of some workers, the non-availability of modern aids to display information, and the fact that the information is separated in many places.
3. Absence of needed information, this is when for example managers asked for information about a given subject covering the past three years, but he may only be supplied with one year's information. This is because of unorganised work in the organisation.
4. The lack of needed training of the workers and the instability of workers, whether Saudi workers or non-Saudi workers. That is because non-Saudi workers may leave the country at any time, and the Saudi workers may move to other parts of the country in search of better opportunities.
5. Many of the information departments workers in Saudi Arabia are not sufficiently qualified. Their education is still below the required level.

6. Lack of the way of keeping and exchanging information.
7. The location of the information centres in the main centres of organisation creates difficulties for the workers in branches to get and send information.
8. The lack of a central system to keep the information that is used in the organisation.
9. The large number of instructions that come from many places and the way in which they contradict each other.
10. The non-availability of modern equipment to gather information, and if equipment is available, the maintenance is bad.
11. Most of the workers don't know foreign languages. In some situations, the foreign language is needed.
12. The available information is not exact, so it needs too much effort to be collected and put together.

These problems must be studied and taken into consideration because of their serious consequences for production, which will undoubtedly have an impact on the task of decision-making. When decision-making is sound, then the organisation will have good production, both in terms of quantity and quality. Since plant projects have

begun to increase in number in the Kingdom of Saudi Arabia, as part of the country's industrial growth, then problems of this kind will be minimised provided that good and well-studied plans are prepared which can remove both the present and the anticipated problems.¹

The involvement of the Saudi manager in decision-making.

In a study by Dr. Abdul Wahab 1979,² the Saudi managers make 75% of the decision as final decisions, which related to daily situations, 15.7% for the tactical decision and 1.3% only for strategic decisions. the number of managers who follow the scientific method of decision-making rose to 80% of their colleagues who do not follow the scientific technique. that could be because the scientific method gives the manager a kind of self-trust which makes him satisfied with his decision, so the scientific method increases the ability of the manager to make final decisions.³

on tactical decisions, the managers make primary decisions on 57.8% of the situations, to 9% of situation.

-
1. ALLAKY, The Management, Tuhama, Riyadh, 1981.
 2. Abdul Wahab A: Decision-making in the Kingdom of Saudi Arabia, Riyadh 1979.
 3. Allaky M : The Management. Tuhama , Riyadh 1981.

on strategic decisions and 10.5% on daily decisions. Also they give their suggestions for tactical decisions on 23.6%. For the strategic decisions, the managers give their suggestions on 62% of situations to 10.5% and 7.8% on situations of tactical and daily decisions.

So daily decisions are the most made by the Saudi manager, because they are easy to make since he makes them rapidly, while tactical and strategic decisions do not have known bases to be followed. Every case differs from others so the managers do not make these decisions individually to avoid mistakes.

From Table R, we can see the inflexibility of the board's instructions and directions. This problem represents 75% of the administrators who complain of the inflexibility of the board's instruction although the circumstances change from time to time. Another problem with instructions is the delay of the directions and instructions so that will affect the decision-making. The problem of information is the next one which represents 70% of the managers in the sample, the problem of information it contains : the lack of information, inaccuracy of information, difficulties to find needed information, the fact that the information is scattered among different departments and agencies, the length of time spent in collecting information, lack of modern equipment to treat the information, lack of the way of keeping the information. The problem of centralisation which 50% of the

managers indicated that it delays the decision-making. The next problem which represents 30% of the administrators' complaints is the lack of financial and material resources. The other problem which the managers face, represents less percentage such as difficulties in specifying substitutes for the decision-making because of lack of information or qualification of the workers (as it shown in table N at the back of the thesis).

Which decision-making technique is effective for the Saudi Women's administration?

To make a decision it is difficult to say this or that technique is suitable unless we know about the nature of the problem that the decision concerns, so sometimes the practical technique could be more suitable than the quantitative to the decision to be made and vice versa depending on the type and nature of decision. So, both quantitative and practical techniques could be effective for the Saudi women's administration to be used for decision-making purposes. But, because the quantitative technique is based on mathematics, such as computation Saudi Arabia, especially girls' education, still needs people who are well trained to use computers, technical equipment etc. to help reach achievement in computation for which we are still in need of specialists and yet to reach a better achievement in decision-making.

Conclusion

Decision-making is a pattern of interactions between individuals through social mechanisms. The decision-making in every organisation is based on following special techniques and knowledge, and as the leader may follow scientific methods of decision-making and also use his personal experience and techniques. He also involves his followers in making his decisions, which results in an effective decision.

Therefore, the effectiveness of making decisions depends on the system of the organisation, and also is affected by the techniques that the managers follow.

Two theories of decision-making have been indicated in this chapter, which were:

Simon's and Barnard's theories. They both came to the conclusion that the decision must follow five procedures in order to be well organised. These procedures are:¹

1. Indicating problems.
2. Specifying goals.
3. Gathering information and studying it.
4. Specifying the substitute solutions and choosing the best.

1. Al-Muneef, I. The Management, Dar Al Uloom, Riyadh. 1983

5. Following and evaluating the decision.

The idea of motivation and its effect on decision-making has been discussed as well. So, decision-making in Saudi Arabia, as shown in Tables Q, N, M and P listed at the back of this thesis, show the role of Saudi administrators in making decisions, and clarifies the reasons of the decision-making weaknesses among Saudi administrations.

Barnard's theory of decision-making has been recommended to the Saudi administration, since it emphasises co-operation between the leader and the employees and gives great attention to good human relations.

CHAPTER TEN

Communication

Introduction

Communication plays an essential role in decision-making. Firstly, it is through communication with other members of the organisation that the decision-maker acquires the information on which to make his decision. Secondly, the decision is transmitted through the organisation by means of communication. This section aims to identify the ways and types of communication which are available, and also the problems which can prevent or slow down communication. The section demonstrates that these problems are likely to be accentuated in the Saudi women's administration, because of the constraints under which this administration operates.

Communication is an operation that enables two persons to co-operate. The first person is called source and the other is called receiver. Communication means a sharing of elements of behaviour. It is essentially a social affair which enables the social unit to grow. "Communication may be formally defined as any process whereby decisional premises are transmitted from one member of an organisation to another."¹

Communication is an integral part of the process

1 - Simon : Administrative Behaviour, (1951) p.154

of management.¹ According to Simon (1951), "Communication in organisations is a two-way process: it comprehends both the transmittal to a decisional centre (i.e. an individual vested with the responsibility for making particular decisions) of orders, information and advice; and the transmittal of the decisions reached from this centre to other parts of the organisation. Moreover, it is a process that takes place upwards, downwards and laterally throughout the organisation."² Communications are exchanging meanings, thoughts and information between two persons or more or between groups of people.³

According to Al Muneef (1983), the sociologists define communication as "exchanging information", while the American Business Administration defined it as "the behaviour which leads to exchanging meanings". Al Muneef defined communication as "any suggestion that the sender makes by transferring required meanings to the receiver in a way that enables him to behave in the required manner"⁴

Communications are the transfer of ideas, opinions, information or desires from one side to another, or from

-
1. Poster . : School decision-making 1976, Heinemann, p.89
 2. Simon : Administrative Behaviour, 1951 p 155
 3. Disabilities of Communication among groups - Dr. Abdul Wahab, 1978, Institute of Public Administration, Riyadh, p.19
 4. Al Muneef : Management, Dar al-Ulum, 1983, p.170

person to person, from the sender to the receiver.¹

Allaky (1981) says that some administrative writers defined operational communication as "transferring and receiving information from person to person. It is the technique of uniting the variable activities for the organisation." He also says that Newman and Summer defined communication as an operation of exchanging facts, opinions and thoughts between two persons or more. Also, he mentions the definition of words and letters between one person and another, substituting a common understanding.

Dr Allaky defined communication as "communications which include, besides the exchange of information, the exchange of feelings and advice."²

Dr. Mahmood Assaf (1976) defines communication as : the effective way of controlling the supervision of followers and informing the administrative system about what is going on inside the organisation; then, the following of variations in activities to be sure that each item of work is done at the right time and using the technique that was specified for its implementation.³

-
1. Hamza, M. and Khalil, R. : Administrative Behaviour, 1978, p.304
 2. Allaky, M. : Management, an analytical study, Tihama, 1981, p.616
 3. Assaf, M. : Principles of Administration, Dar al Nasher al Arabi, Cairo, 1976, p.482

We can define communication as the exchange of thoughts, ideas, information and statistical facts in understandable ways, using understandable concepts, while keeping human relations healthy and treating people according to the limitations of their understanding.

Dr. Allaky's mention of the importance of exchange of feelings and advice, as well as the exchange of pure information, draws attention to a vital aspect of the subject. Communication is not only the exchanging of information in an understandable way. It is also a social affair, which enables the social unit to grow. Dr. Simon says : "Not only is communication absolutely essential to the organisation, but the availability of particular techniques of communication will largely determine the way in which decision-making functions can and should be distributed through the organisation."¹

Communications Network

The communications network comprises a number of individuals who take responsibility for collecting, co-ordinating and displaying information, with the goal of helping to find a solution to permanent and unexpected problems. These items of information contain all relevant information from inside and outside the organisation itself.

1. Simon : *ibid.*(1951) p.154

It is possible to recognise links between information entering the communications network:

- a) by the way in which the information is gathered.
- b) by the place that receives the information.
- c) by the length of the channel between one person and another or between one department and another.

Links can also be established between the procedures connecting information and the way in which items of information are co-ordinated with other related items of information. We can also analyse ways of getting information through continual observation of the outside environment or from observation of the interior of the organisation itself. If it is possible to recognise the links between the information entering the network, it is also possible to recognise links between the individuals of the network in terms of:¹

- 1 - The number of resources available to them to receive the information, their relation to these items of information, and the place occupied by these resources inside the organisational frame. Every one of these elements affects the understanding and use of this information by individuals of the network.

1. Allaky: The Management, Tuhama, Riyadh, 1981.

- 2 - The kind of function performed by everyone in the staff of the network, for example, the head of the department and the salesman. Each one of them can understand the information in different ways and so, although it may come from the same source, their reactions will be different.
- 3 - In addition to the previous points, motivation and individual reinforcements affect the way of receiving, understanding and transferring information.
- 4 - Finally, it is possible to recognise the links between individuals of the network, in terms of the places that the information will be sent to or within which the communications will be completed.

Ways of Communication

There are many ways in which the sender of a communication can transfer information. These ways include talking, writing, drawing or using pictures and numbers. The most popular ways are:¹

- 1 - Planned Verbal Communication : This kind of communication could be direct, such as face-to-face communication, or indirect, such as telephone calls. This kind of communication gives plenty of opportunity for the receiver to clarify information on the subject as it is presented by the sender. Another

strength of this method is that the sender can understand the non-verbal reaction of the receiver by gestures, movements of the hands and face, nods and smiles and frowns. In the case of telephone communication, the tone of voice of the receiver will give a strong non-verbal clue about his or her reaction.

This is the way of communication which can convey the most subtle understanding. Verbal communication is considered the most effective way of communication because it gives a chance for the exchange of information between the sender and the receiver to be thoroughly understood.

- 2 - Planned written communication : This way, including formal written letters, is very important because formal letters can be kept on record for a long time, so that they can be referred to. But the method has some weaknesses. It takes a lot of time to write and sign letters, and there is a lack of immediate opportunity for discussion and clarification.

There is another method of communication in the form of object-language, which includes clothes, pictures etc.

The most important thing is to express the message from the source in the desired way. The message must be sent to people in a form that can be understood. It is

very important to create communication skills which are based on shared knowledge and attitudes, so as to minimise misunderstanding.

Basic elements in communication¹

- 1 - Source - this means the person or persons who want to produce an effect on others in a special way.
- 2 - Receiver - audience - a person or persons who receive communication, i.e. on whom an effect is produced.
- 3 - Message - means ideas, feelings, directions and thoughts that the source tries to send to the receiver and to produce an effect on him according to feelings or ideas.
- 4 - Channel - means anything and everything that connects the source with the receivers.
- 5 - Feedback - This is the reaction of the receiver to the message that he receives. It is always related closely to the message sent, but it can be either verbal or non-verbal in its nature. The source receives this message and benefits from it.

Kind of communication

There are two kinds of communication, namely formal communication and informal communication.

1. Allaky. The Management, Tuhama, Riyadh, 1981.

Formal Communication

This is, in essence, planned communication. Authority will be shared among the employees by written instructions, such as who writes the reports, who prepares and gathers the information about specific places, and so forth.¹

One of the ways that can be used in order to make communication simple through formal channels is the written form, on which instructions are written step by step. The most important aspect of these forms is that they aim to reduce the effort needed to understand the source's instructions to the absolute minimum. This is possible because they present all relevant information in a single package.

But there is an important disadvantage in depending on these forms - namely, their inflexibility. As long as the information is written in a very specific and limited way, there should be no problem. But sometimes the necessary written information which is needed is not suitable for entering in the headings which are written on the form. For example, a questionnaire given to customers to ask them their opinion about some of the goods on display may cause the customer some difficulties in completing the form, either because the questions are

1. Allaky. The Management, Tuhama, Riyadh, 1981.

not suitable to the circumstances of the customer, or because the questions may trick the customer.

A formal plan of communication will be effective when it is accepted and used by the authorised people inside the organisation.

In addition to the above problems, a new administrator may feel the weakness of formal communication when he lacks sufficient personal contact with his staff. He will need a long time to meet his social needs, in order to make his formal communication effective.

A formal system of communication depends to a large extent on the existence of a clearly-defined pattern of authority. When authority is given to someone within an organisation, this authority must be accompanied by specific means of giving effect to this decision, or ways in which that person behaves to make the decision pass from one place to another or from one person to another inside the organisation, and to help other people to behave according to the decision.

If we ask a question such as the place or point from which the decision-making will start, this depends on the degree of simplicity and effectiveness of transferring information from its source until it reaches the point at which the decision is announced, and then on how we transfer the decision in an easy and effective way to the point at which the decision is implemented.

To ease the difficulty, of communicating must be the major consideration in specifying the depth that the line of communication will need in order to achieve a specific decision. Indeed, such directions are a kind of communication, and must be composed in a skilful way so as to be helpful and useful.

If the above conditions are not met, then it is likely that the formal system and channels of communication will not be enough to meet the needs of individuals in the organisation. In that event, we can anticipate that another system will be created for communication and gathering and displaying information. This will be, in fact, a system of informal communication.

Informal Communication.

This term means informal ways of exchanging information between individuals. This does not mean that informal communication must take place outside working hours or outside the organisation. It means that informal communication is done through lines of informal contact, or through lines that are not supported by formal authority in the hierarchy. In most organisations, there is a big percentage of information that impacts on decision-making, but which is transferred in an informal way. Informal communication takes place through the social groups and relationships that form the informal social structure of the organisation.

The most effective way of communicating informally is within a group of people who belong to the same working team or organisation. But this informal system of communication can create problems for the system of authority in the team or organisation. In effect, the people who have been put in formal positions of authority may find that they are being by-passed by informal communication-channels. The existence of informal channels of communication can also present some problems in coordination. This is because the informal channels are not subject to any regular formal direction, and so the transfer of imprecise information may take place.

Against the above problems, we must remember that informal channels of communication provide a number of advantages. Firstly, these channels and systems respond very rapidly to changes in the working environment, while formal systems take much longer to adapt. Secondly, informal channels create types of personal relations between low-level employees and managers in the higher levels of the organisation. These informal relationships can help the managers to know what is going on elsewhere in the organisation, and can also lead to the creation of new ideas and suggestions.

Summary: Formal and Informal Communication.

In general, the structure of an organisation will include a formal system of communication, with ways of passing information. These ways will typically include verbal and written communication such as papers and reports and hand-books. But in addition, informal channels of communication will soon come into existence, depending on social relations which are developed inside the organisation. These informal channels need careful supervision by the people in formal positions of authority, as there are circumstances in which they pose a danger to the formal patterns of authority. But an organisation will almost certainly need the informal channels, despite the problems which they can present. For example, personal feelings may impel some people to change the system of communication to suit themselves. Informal channels of communication provide an opportunity for them to do this without disrupting the organisation. Again, personal feelings may lead some employees to keep some information from their managers for no logical reason. Informal channels can help the employee to by-pass the manager concerned, and to find a better way to pass the information through the organisation.

The ability of a person and his effectiveness in dealing with others depends partly upon the formal and informal centres of authority, and on the success of communication itself. Often, organisations create units

which specialise in acts that relate to communication, and these units give help and participate in recording information and in gathering from them internal and external resources.¹

Difficulties of Communication.

Difficulties of communication are found in all human organisations, because these organisations are open to and affected by all the circumstances that surround them inside and outside the organisation. But there are many different types of difficulty, and it would be helpful if they could be categorised. Unfortunately, researchers differ in categorising the difficulties of communication, although there is general agreement on the importance of the subject, and its effect on the operation of exchanging ideas, information, thoughts and directions between individuals.²

The difficulties of communication can appear in any of the three stages of communication, which are³:-

- a) The beginning of communication.
- b) The sending of communication.
- c) The reception of communication.

1. Simon: Administrative Behaviour, 1951
2. Abdulwahab A: Difficulties of communication in groups. Institute of Public Administration, Riyadh 1978.
3. Hamza and Khalil: Administrative Behaviour, Jeddah 1978.

At any stage, problems may arise which prevent the individual from being able to send or receive this information in a way which allows benefit to be derived from it.

1. Problems of Language.

Problems of this type appear very often in written communications, because the person who reads the written message may interpret it simply on the basis of the way they first understand it or take it in. They may miss the idea or the key concept of the specific information needed. In verbal communication, it will be easier for both the sender and the receiver to understand each other, since they have an opportunity to discuss and to clarify the idea. But, even in this case, terminology may form a big problem in communication. Terms may need to be made simple and explained in many different ways.

2. Distance from the Communication Centre.

This can create problems. If there is a distance between the person who is the manager and the other person who is, for example, an employee needing a quick solution to an urgent problem, it may take a long time for the problem or suggestion to be written and sent, and also to be studied and discussed. This will apply even when there is not a big space-distance between the manager and the employee, but when the shape of the

building or the procedures of the organisation make rapid contact difficult.

Communication by telephone, which is the nearest thing to a face-to-face meeting, is one way which can help here. But even this has some difficulties, such as the cost when the conversation comes across a long distance, and the lack of non-verbal expression which is an important part of communication.

3. Technical Difficulties.

These difficulties relate to the work or duties of the person, such as the lack of clarity in the aim of the practical programme, the lack of knowledge of the subject to be discussed, the difficulties of the terms and the language used in meetings, and the difficulties that some people find, in practice, in expressing themselves.

4. Organisational Difficulties.

These difficulties relate to the structural shape of the group, and the structure of relations in it, such as the division of work and the roles given to individuals and communication channels. The main problems in this category are: the large number of people involved in the communication-process; the use of traditional methods of administration by the leader of the group; unequal levels of experience and education among the people involved;

the shortage of time given to practical meetings; the inability of the head of the meeting to organise and control the meeting; and the diffuse and imprecise specifications often given for the roles of the individuals involved in the process.

5. Psychological and Social Difficulties.

These are the result of psychological factors including the mental health of individuals. Examples include: the carelessness of some people involved in communication about the subject that is being studied; the fact that some people come to the meeting because they have been ordered to do so, and not because they want to; the fact that there are different points of view among the people involved in communication; the fact that some of the people involved dislike talking to people who are on a lower level than themselves; hesitation on the part of some of the people from the higher levels; and the fact that the people involved in communication may have very little chance to get to know each other.

6. Material Difficulties.

The success of communication often depends on choosing the right environment for the meeting: the right levels of light and noise and the right room layout. Problems relating to this category may include: poor room layout, making it difficult to see and hear the speaker;

confined space; a high volume of noise; interruptions by people coming and going; inadequate ventilation etc.

How to make communication effective

In view of all the problems listed above, there is scope for a systematic approach to the whole subject of communication within an organisation. Katz and Kahn (1966) undertook a systematic analysis of this kind, and suggested improvements in two areas:- Firstly, Training Programmes, and Secondly, Organisation.¹

A. Training Programmes

Training programmes are an area where communication-skills have an important role to play. To improve the effectiveness of communication in training programmes, the organisers must take the following points into consideration:-

- a) The suitability of the training aim, as related to the present or future functions of the person.
- b) The importance of this aim to the group or organisation that this person works with.
- c) The matching of the training elements and subjects to the duties that are involved.
- d) The availability of a limited quantity of

1. Katz and Kahn: The Social Psychology of Organisations (New York) J. Wiley, 1966.

information that relates to the subject of training to the person who is training.

If these points are remembered, this will give a chance for co-ordinated work between the people who are undergoing training. This will increase the enthusiasm and interest of the people being trained, and will make them keener to learn about the subject under discussion. This will help to achieve the aims of the programme, partly because it will limit the number of people who take part in one programme, and will ensure that all these people are genuinely committed to the programme.

2. Goals and Subject of Training

We have seen that the selection of candidates must be done on the basis of the suitability of the training-aim to their functions. It follows that the aim of training must be decided according to the specific needs of the persons and their functions. It is very important to specify the goals of training, the length and the subject, as well as the method of training and the educational aids that could be used. The aim of training should be co-ordinated to the needs and aims of trained people.

3. Selecting the Director of Training

The Director of Training must possess a wide range

of characteristics. He needs to be skilful, flexible and able to see what the candidates for training posts are thinking of. He must also be able to give and transfer messages, and be able to receive messages without changing them. He must also be friendly, so that he can communicate with the trainees themselves.

4. Training Information

If there is a system of information for organising training-information, covering the interpretation of the language used, the papers and the books needed etc., this can help to improve the effectiveness of the programme.

5. Aids for Training

Training aids are the aids to communication which the Director uses to transfer the message that he wants to give to his trainers. These aids can be audio or visual, personal or nonpersonal, designed for individual use or for group use. The exact aids to be used in any particular situation will depend on many factors, such as the subject of training, the ability of the trainers and their level of understanding, their attention and the numbers involved in training.

6. Material Circumstances

It is very important to select a good environment,

which will help the trainers to be receptive towards training-information.

7. Evaluation of Training

Evaluating the training programme is not just a matter of the final evaluation (which aims to assess what the trainers learned from the programme as a whole). Evaluating the programme must also include an assessment of what was learned during the implementation of the training programme, in other words a continuous process of assessment and monitoring. This evaluation may be done by written descriptions and observations and by noting the thoughts and complaints of the trainers, as well as inviting them to express their opinions. Giving tests to the trainers during the programme, so as to follow their achievement and compare its result with the test given at the beginning of the programme may be an effective way of evaluation.¹

8. Social Activities.

It is a good idea to create a system of - social - activities to solve some social problems in a helpful way, such as parties, informal open meetings and visiting. This will give a chance for communications to be deep,

1. Abdulwahab A: Theoretical bases and evaluation of practical activities. Institute of Public Administration, 1971.

and will increase the ways in which trainers understand each other.

B. Organisation.

Since the organisation is a technical human system that is formed from many individuals who are playing limited roles, and there is an exchange of relations and co-operation between them to reach a better aim, communication is one of the basic elements of organisation. Administrators should take the following points into consideration, when planning the growth and development of the organisation:-

1. Looking at the system of communication as part of the whole of a completed system, that is affected by and has an impact on the system; this means that the system must be more than just messages, answers and exchanges of information between people.
2. Understanding that communication is a continual operation which may be done in all times and at all levels.
3. Ensuring that information is communicated in a helpful way to the employees. This means that the information must be designed to help improve their educational and technical level, and their understanding of the aim of the organisation.

4. Communication cannot be confined to giving directions and orders and expecting the results. It must also relate to the human, his work, behaviour, personality and relations.
5. Stimulating the receptivity of workers is important, because the message will get more easily to the receiver when he is ready to receive it, and motivated to understand it.
6. It must be ensured that workers receive some personal benefit when they receive information. For example, this information can solve some problem or answer, some question which they want to answer.
7. Every individual likes to know how others evaluate his work, and their reactions to what he says and does. So it is important for the administration that information about performance of workers and the reactions of colleagues is both given and taken. The leaders with management responsibilities must give the workers the necessary information of this kind.¹
8. In order for information to be given and taken effectively, care must be taken that the sender of the message understood it properly, and that he is

1. Becker S. and Neuhauser D.: The Efficient Organisation (New York), Elscvier 1975.

able and ready to accept or implement the information. On the other hand, the receiver must look at the information that he receives in an objective way, and must try to understand it without taking a definite position, but by asking and negotiating, and sharing thoughts and ideas about the subject with his colleagues.¹

9. Personal face-to-face directed communication is the most important kind of communication, because it makes available to both sides the chance to understand and exchange information. It also gives an opportunity to ask questions and to discuss and clarify points. This type of communication should therefore be given priority.
10. The administration should not only insist on directing communication to the present time, but should also look ahead to the future, so as to study the expected problems and difficulties, and in order to try to plan some solutions for these problems when they occur.
11. The administration must follow the system of communication from time to time and evaluate it as a whole, understanding the problems and developing the system of communication or improving it when it is possible.

1. Lawrence P. and Greiner: Organisational Change and Development (Homewood Irwin) 1970.

Thayer (1968)¹ summarises difficulties of communications into six categories:-

1. Organising difficulties that relate to the organisational distance between workers and specialities, authority and power, work relations and information resources.
2. Difficulties relating to individual relations according to environment, principles of behaviour, opposition of points of view and effectiveness of communication aids.
3. Personal or individualised difficulties, such as the inability of the person to understand and transfer information.
4. Economic difficulties that relate to cost, geography of the place and many other difficulties.
5. Difficulties that relate to aids and channels that are used in communication.
6. The technical difficulty that relates to ability in receiving information and the quantity of the information that a person can transfer.

1. Thayer L. : Communication and communication systems in organisational management and interpersonal relations. Homewood: Irwin 1968. p.196-202

Hall (1972),¹ shows the most important elements that affect communication in two groups of elements: Social and organisation-structure. Social elements include anything that relates to human change that affects receiving and sending information.

The organisation-structure elements contain the technical and relational aspects, in the form of the quantity and content of information and of communication-channels and directions of communication (vertical and horizontal).

In his study, Hall suggests three major problems of communication:-

- a) Cancelling information, or cutting part of it out.
- b) Changing the meaning of original information.
- c) Too much information, or increasing the quantity above the level that the individual can understand.

In the study by Goetzner and Valentine (1964)² of fifty different training programmes, covering a four-year period, they found that the most important problems of communication are:-

-
1. Hall R: Organisations, Structure and Process, (Englewood Cliffs: Prentice Hall 1972)
 2. Goetzner and Valentine: Problems in Executive Inter-personal communication, Personnel Administration Vol.27 No. 2 (March-April 1964).

1. Looking at communication as if it was a simple operation or separated from other different elements or as an end in itself, instead of looking at it as a complex operation which is moveable and affects all the variables that surround it.
2. Not taking into consideration that communication goes in many different directions and it is necessary to receive information back, so as to complete the communicational operation effectively.
3. The degree of crowdedness of communication channels and the heavy load of information and the lack of personal direct communication.
4. Existence of forms of communication that discourage creativity and new thoughts by individuals. This creates a decrease of quantity of information exchange between individuals.
5. The discouragement by the administration of information is not suitable for its decisions and thoughts.
6. The attention given by the administration to the form of communication and to the procedural side of it, neglecting that communication is an art as well as a kind of science, and that human relations and feelings have a big effect in raising the quality of the person who is involved in communication.

7. Neglecting the importance of the human element in communication, although it has been insisted on in many other different fields.
8. Giving insufficient attention to some psychological aspects like fear, dislike etc., between individuals which may affect the way of transferring the information.

Meetings and Committees as a way of Effective Communication¹

When decisions to be taken are complex and difficult, it is necessary to create harmonisation between different opinions and ideas. The best way of communicating may be to hold a meeting, in which all people related to the decision are called to sit together and to discuss ideas and suggestions. When this meeting is repeated by the same members several times, that means forming a permanent committee. The idea of organising committees is to study ideas and suggestions and to give every member a chance to listen and discuss every statement that will be made, and yet to reach a correct decision which is not individualised.

Meetings and committees provide members with a chance to transfer information and ideas, and to achieve understanding of each other at the time of the decision-

1. Simon, Administrative Behaviour, MacMillan 1951.

making, because decisions will not be taken until they all agree. On the other hand, meetings and committees may create friendly feelings between the members and let everyone feel their responsibility about the decision that they make. Also group decisions are the best way to ensure the acceptance of new decisions or new ideas. At the same time, weaknesses may be found in this method such as inflexibility, complexity, high cost and time-wasting, especially if these committees meet for no reason.

SUMMARY. Conditions for Effective Communication in Decision-making.

Before we examine the special problems in communications in the Saudi women's administration, we should summarise the factors which make for effective communication in general. From the foregoing study of the literature, we can see that effective communication needs the following conditions:-

- a) Communication must be a two-way process. This may seem obvious, but it has to be stressed that communication is above all an exchange of information and meanings. On the one hand, the sender provides the message. On the other hand, the receiver lets the sender have his comments and feedback. We shall see that the particular constraints of the Saudi system tend to make communication in the women's administration a one-way process.

- b) Communication is most effective when it is not simply the transmission of verbal messages, but when the process of understanding can be helped by non-verbal signals and other kinds of feedback.
- c) The effectiveness of communication is inseparable from the entire area of human relations in an organisation. Anything which prevents the formation of good human relations will make communication more difficult. In fact, we can go further and say that communication is a social affair, which makes the organisation grow as a social unit.
- d) An organisation will generally benefit from having a multiplicity of communication channels which can support and reinforce each other. We have seen that communication is often more effective when there are both formal and informal channels available for use. This is particularly important in overcoming human relations problems. Reliance on formal channels alone can also produce inflexibility.
- e) In general, communication channels need to be highly adaptive to changes in the working environment, and to the creation of new communication needs.
- f) It is generally agreed that distance is a major problem for the effectiveness of any system of communication. This distance need not necessarily be spatial, but can also be a matter of unsatisfactory or cumbersome procedures for passing messages. We shall see that the distance factor is a particular problem in the Saudi women's administration, because

of the segregation of the sexes.

- g) Communication skills are especially important in the training element of the organisation, as this is the point at which the greatest number of messages are being passed. Any failure or breakdown at this point will impact on the effectiveness of communication throughout the organisation when the trainees return to their normal functions.

How to improve communication among Saudi women administrators

There has been little systematic study of communications in Saudi Arabian organisations. However, Dr. Ali Mohammed Abdulwahab (1978)¹ made a study showing the difficulty of communication from the point of view of some Saudi administrators. This study, concentrating on specific practical programmes of communication, indicated the following problems :

1. Abdulwahab, A. Difficulties of Communications in Groups, 1978.

Difficulties of communications in Groups

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



The Table shows that the types of communication problems tend to change according to the position which the respondent occupies in the hierarchy. Among ordinary employees, organisational difficulties are the least significant form of communication problem. But at the level of the leaders, organisational difficulties dominate the Table. By contrast, the psychological, social and material difficulties which are so important at the level of the employees have become relatively minor problems for the leaders. We can conclude from this that the

leaders, who have rather more experience and maturity than the ordinary employees, are better able to overcome psychological and social problems. It is also probable that organisational problems, in a country with relatively few traditions of administration, are harder to handle at the higher level (the level of the leaders) than they would be in a country with a longer history of administration.

Dr. Abdulwahab's study was not specifically directed at female administrators. But it would be reasonable to assume that, in a society such as Saudi Arabia with its segregation of the sexes, organisational difficulties would play a greater role at all levels of the system, and especially at the highest levels where women administrators have to communicate with male superiors without direct face-to-face contact.

In general, the problem of segregation of the sexes must be regarded as the major communications difficulty for the women's administration. Since face-to-face meetings between Saudi women administrators and the various levels of the male administration are not allowed, because of the precepts of Islam and of Saudi society, communication between the women's administration and the male administration follows three ways :

- 1 - Writing formal letters.
- 2 - Using the telephone.
- 3 - Closed circuit TV.

These three methods have important weaknesses, even though they can be effective in sending and receiving information and ideas. The major weakness of all three is the lack of any face-to-face contact. Sometimes, formal letters need to be discussed and negotiated by face-to-face meetings, to recognise the physical reaction of the individuals involved in sending and receiving the letters. This is impossible in the Saudi women's administration, because ladies are not allowed to meet men. In the same way, messages sent by telephone sometimes need to be backed up by face-to-face meetings which allow the sender to see the circumstances and physical expressions of the receiver, but such meetings are impossible in the Saudi women's administration. Finally, Closed Circuit TV is used in a very restricted way in Saudi Arabia, with only the men being allowed to send messages via Closed Circuit TV, so that women can see and hear them. Closed Circuit TV cannot be used in the opposite direction, for women to send messages to their male colleagues. As a result, Closed Circuit TV does not provide a solution to the problem of the lack of face-to-face contact in the administration. This lack of face-to-face contact causes particular difficulties in the evaluation of work. In Saudi Arabia, women administrators who are directed by men must be evaluated by their Male educational officer. Since there are no opportunities for face-to-face meetings, this can create unfairness, since supervision by men is not possible. So the report made about an administrator by her male supervisor will often give an inaccurate picture.

The lack of any face-to-face contact also means that communication between Saudi women and male administrators lacks much of the psychological and human-relations input which we have seen is so important for the success of communications within an organisation. In general, successful communication has to include the human element, such as the function and role and personality of the individuals involved. This is practically impossible when there is no face-to-face contact to back up the formal channels which are available in the Saudi women's administration.

The difficulties and weaknesses of communication and decision-making in Saudi women's administrations will be indicated in more precise detail in the following section.

Summary of Chapters 1 - 10

Section One of this thesis outlined and discussed the historical background of girls' education in Saudi Arabia, the short history of the girls' education in the country, the nature of the curriculum and school structure.

It described the history of Girls' Education in Saudi Arabia, and the importance of Islam and Islamic traditions which have led to segregation of the sexes, as well as limited the fields of work which are open to women.

Section Two of this thesis outlined theories of effective management, which show that authority and responsibility need to be in balance in order to make the management effective. Barnard's theory of decision-making (1938) was indicated to clarify this idea that effective decision-making in an organisation requires a system of co-operation between the workers and the organisations co-operation with the consumers, exporter and public.

Barnard's theory talked about the informal and formal organisations which are complementary to each other. He emphasised reaching the organisation's aims by the co-operation, co-ordination and communication between individuals. He brought up the necessity of equalisation between authority and responsibility. He emphasised logic and rationality in addition to the use of wisdom and personal experience as important elements for decision-making.

Simon's theory (1951) was also indicated in Section Two, by saying the main elements which affect decision-making are :

1. The facts.
2. The traditions and customs.
3. External influences such as authority, training and sharing ideas and information.
4. Interior influences such as loyalty and a sense of commitment to the organisation and to the criteria of efficiency.

5. Necessity of taking into consideration the substitutes, evaluating each substitute.
6. Use of logic.
7. Use of rationality.
8. Reaching the decision which leads to
9. Reaching the organisation's goals.

Chapter Ten discussed communication as a method of exchanging thoughts and ideas and transferring information. Kinds of communication were indicated as well as difficulties of communication.

Following on from the subjects discussed in Sections One and Two, some important questions have arisen, which need further research to see in what ways the way in which Saudi Arabian women's education is administered in a way compatible with principles of effective administration. So a survey of Saudi women administrators was undertaken, to try to identify the difficulties which these administrators face. A wide sample of women school administrators was consulted. As a first stage, a questionnaire of 8 questions was given to a random sample of 70 Saudi women administrators. To develop the results of the questionnaire in more detail, 25 interview questions were put to 27 Saudi women administrators, who were again selected at random. These questions will be clarified and discussed in Section Three, to find out how the women's administration, as conducted in Saudi Arabia, corresponds to the theories of effective management. We

will also try to find out whether there is any problem in fulfilling individual needs, in creating a spirit of community, in personal relations between male and female administrators, in freedom of expressing personal ideas and opinions and in the involvement of women in decision-making.

The reasons for the type of questions given in the questionnaire and interview were :

1. To know the qualifications of Saudi women administrators and the extent to which these relate to their tasks and responsibilities.
2. To understand the nature and effectiveness of communication between men and women, since the administration of girls' education is segregated.
3. To understand the connection between homes and schools, and the strength of the schools/homes relationships.
4. To know how decisions are made by the men who control girls' education, and the effect this has on the quality of management.
5. To find out how the curriculum for girls' schools is planned.
6. To discover how women workers are evaluated, since they are controlled by men but separated from them.
7. To compare the number of students with the number of administrators in each school and college, to find out the volume of responsibility of each administrator.

8. To find out who is the person who makes the final decision for the needs of schools and colleges, and to analyse these needs.
9. To seek the suggestions of women administrators about ways of improving decision-making and communication among schools and colleges.
10. To study the personal reactions concerning the relationship between male and female administrators.
11. To discover the effect of Islam on girls' education.

The following section will set out the research work and findings.

SECTION THREE

Research Findings

Questionnaire and Interview Work

Introduction

Since all women head administrators in Saudi girls' schools and colleges are controlled directly by higher administrators (males), (see Figures 6 and 7 at the back of the thesis) in this section, questionnaires and interview findings are used to find out difficulties and problems experienced by women in Saudi Arabia, the findings are considered against the theories in Section Two to suggested ways to make Saudi women's administration more effective. The administrators who are included in this research are identified as follows:-

1. School Principal (female)

These are persons who administer Girls' schools whether elementary, secondary or high school, and they are all directed by the General Presidency for Girls' Education. As shown in Fig (A) below the educational officers responsible for all school Principals have a work connection with the General Principals of Education (man) and he is the education officer of the Administration of Educational Supervision. Therefore, the School Principal is in contact with the General Administrator of education throughout the Educational Office who gives directions, orders and information to the School Principal when she requires it.

Figure (A). Administrative Structure for Girls' Schools

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Resource: Kingdom of Saudi Arabia G.P.G.E. Department of Planning, Map of Structure hierarchy for interior administrations in G.P.G.E. Riyadh 1983/4

A School Principal could be a College graduate with a Bachelor degree or a Masters degree or she may have high school or teachers' training institute qualifications with some experience in teaching.

The School Principal is responsible for all school work, implementation and following the work of the school's staff. Her work is administration and she receives information and orders from the administration of school's supervision and general administration of education.

2. School Supervisors:

Women who are responsible for improving classroom instruction by organised visits to selected schools. They are categorised by two groups, (as shown in Figure B below). The first group, are the Head of Departments (female) women who are suitable for serving as supervisors because of long service and good reports. They are qualified to lead supervisory offices by means of a letter of promotion from the General Presidency of Girls' Education which is responsible too for organising staff work and appointing such supervisor to visit of teachers and School Principals. The second group are the supervisors who are responsible for assessing the improving classroom instructions.

The first group who are Heads of Departments of Supervision are under the control and directions of the Educational Administrators (male).

Figure (B).Administrative Structures for Girls School
Supervision.

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Resourse: Kingdom of Saudi Arabia G.P.G.E. Department of
Planning, Map of Structure hierarchy for interior
administrations in G.P.G.E. Riyadh, 1983/84.

Girls' Education is divided into areas according to
each city in the Kingdom of Saudi Arabia. Every area has
an administrator allocated for public education (male)
who is responsible for directing the educational super-
visions office for that area.

The group who were selected for the questionnaire were
of both head of department supervisors and supervisors.

3. Deans and Assistant Deans (Females).

The Deans and Assistant Deans belong to the General

Presidency for Girls' Education. Deans (Females) have directed by Assistant President for Girls' colleges (male) as is shown in Figure C below.

The Dean directs the girls' college and is responsible for implementing all the Presidency's orders and directions. She directs college staff, students and heads the sessions of the college council which discusses all student cases to be studied by these members who are heads of departments of the college in addition to three external members (Females) who could be Deans of Colleges or Heads of departments in any educational organisation.

Figure (C). Administrative Structure for Girls' Deans
Colleges

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Resource: Kingdom of Arabia, G.P.G.E. Department of Planning, Map of Structure Hierarchy of interior administration in G.P.G.E., Riyadh, 1983/84.

A Dean is appointed by the President of Girl's Education on the recommendation of the Vice President for Girls' colleges for a period of three years and an

Assistant Dean is appointed by the President on the recommendation of the Dean for a period of two years. Each Dean has no more than one assistant.

4. Administrators (Females)

Although School Principals, Supervisors, Deans and Assistant Deans are considered administrators, there are many other Administrators who are involved in this research work such as:-

- a) College Registrar, who is responsible for all students' needs such as registration, absence, individual reports, graduation forms and reports, preparing memoranda for the college council about girls who need studies, students' transcripts, graduation ceremony, preparing lists of salaries of the students. She is directed by the Dean, but she also communicates with the Head of Department of Students Affairs (male) in General Presidency by telephone for checking up on business related to the students.
- b) Employees Affairs, Head of Department: She is responsible for all that relates to the employees' needs like organising the leave-schedule of the employees, collecting non-Saudi passports for preparation of visas, preparing lists of salaries, staff co-ordination for supervising examination

halls etc. The head office administrator is directed by the Dean of the College, but she communicates with the Head Department of employees' Affairs (male) in the General Presidency by telephone for checking up on business related to the employees.

- c) Translator: an administrator who translates letters, information and memoranda according to the needs of the organisation.
- d) Typist: an administrator who types letters, which are ready to be sent out of the organisation. She is directed by the head of the organisation in which she works.

5. Counsellor:

The person who occupies the position of counselling the students, whether college students or school. She is normally a college graduate in the subject of educational counselling. She meets students who have a social or personal problem and tries to help them by advising them and helping them to understand themselves. The Counsellor is directed by the Principal of the School if she works at the school, or by the Dean of the College if she works in a college.

Before discussing the methods which have been used for the questionnaires and the interview to gather

information from Saudi women administrators, the following question will be raised to figure out whether the way in which education is managed for women in Saudi Arabia reflects a model of an effective management or not. In the light of that we may draw our question and try to find a solution if it is needed.

Does the way in which education is managed for women in Saudi Arabia, reflect a model of an effective management?

Every organisation has an effective side, which is considered as strong, but it also has a weak side, as well, so evaluation is necessary to try to correct the mistakes and avoid the weakness in future. Good management maintains every activity and the best way of planning and implementation.

We cannot say this organisation or that management is 100% affective or 100% ineffective, but looking at the education of women in Saudi Arabia, we will focus on problems and difficulties that may exist among womens' administrations. Information and facts will be gathered through questionnaires and inteviews, problems and how they emerge.

CHAPTER ELEVEN

Questionnaires and Interviews.

- As Methods to gather information about communication and decision-making.

What technique can be used in order to understand issues and problems of decision-making and communication about women's education in Saudi Arabia? In view of the lack of information from previous researches there is a need for basic information on communication and decision-making problems. During this research, some difficulties were found in finding references to studies of communication and decision-making among girls' schools in Saudi Arabia so data was gathered by questionnaire from a sample of Saudi women administrators who are the main people involved in administration. These women administrators can supply information through their practical experience. The questionnaire was followed by interviews as a complementary to gathering information to elicit a greater depth of understanding the situation. The purpose of gathering information from women administrators was to test whether the problems outlined in Section One and Two are experienced by the women administrators in Saudi Arabian schools.

The questionnaire and interviews raise some questions to be asked concerning the Schools Community relationship, the P.T.A. programme, curriculum planning and the most important question regarding how the administrator (female)

can communicate with men since they are separated. How can decisions be made effective in view of the isolation of men and women in Saudi Arabian Schools.

Sample

The sample was drawn from two areas of Riyadh City which are: Al-Muraba and Al-Malaz. These two areas were chosen for the following reasons:-

- 1 - The number of girls' schools within the Kingdom of Saudi Arabia is 4,959 (as indicated in table A at the back of the thesis) so it is difficult to deal with all this large number of schools.
- 2 - All public girls' schools follow the same regulation and are directed by the General Presidency for Girls' Education, so no one school is different in its administrative organisation from the others.
- 3 - No economic differences exist among Saudi schools.

For these reasons, two areas were selected for some women administrators to be involved in our research work for both the questionnaire and the interview, because these two areas are located within or near the Girls' Colleges and the offices of supervision which are included in our research work as well.

Since the total number of Saudi women administrators

in Riyadh City is 749,¹ 70-75 women administrators who represent 10% of the total population were selected to be involved with the questionnaire work and 3-4% with the interview work. A random way of doing the research was planned. To get different points of view, some of the sample who were interviewed were from the same group who were questioned and some of them were not. The random way was used to avoid selecting a group who might be friends of the researcher, and might reply to the problems that she saw, or be close to each other so they give similar ideas and answers. Also information was gathered from many different departments and offices of women administrators who are directed by different groups of men directly or indirectly, so they have different kinds of relations.

The sample could be categorised in ten groups :

- 1 - School Principals
- 2 - School Supervisors
- 3 - Deans and Assistant Deans of Colleges
- 4 - College Registrars
- 5 - Translators
- 6 - Employment Affairs Administrators
- 7 - Counsellors

1(a) Fourth Statistical Book, Girls' Colleges, Department of Planning and Statistics, Riyadh, 1981/82.

(b) First and Second Statistical Books, Presidency of Girls' Education, Riyadh, 1981/82.

- 8 - Librarians
- 9 - Accountants
- 10- Heads of Academic Departments

Elements of Questions

There were 18 questions in the questionnaire and 25 interview questions which followed the questionnaire. The questions designed for the two samples were grouped into five groups :

1 - General Questions about age, qualification, position, number of staff and number of students used as preliminary questions to the following.

2 - Communication Since Section Two of the thesis has discussed methods and theories of communication, this group of questions was designed to find out the theory and techniques of communication followed in Saudi women's administrations as well as problems and difficulties and which theory indicated in Section Two is characteristic of Saudi women's administration.

3 - Authority and decision-making This section was designed to gather information about authority and responsibility to find out whether they are equal or not and to relate the results to Section Two of the thesis which talked about theories of effective management, which suggested that equalisation between authority and

responsibility and good human relations inside a work organisation are essential for the decision-making.

4 - Curriculum Since Section One of the thesis discussed aspects of curriculum design in Saudi schools, this group of questions was designed to find out the role of women administrators in planning, their suggestions for the curriculum and to know their responsibility towards the curriculum as well as their participation in such work, since education (according to Section One of this thesis) for girls in Saudi Arabia is separated from boys, and Islamic rules and regulations control girls' movement in conservative.

5 - Work Evaluation in Saudi Girls' Schools. This Section was designed to find out how women administrators were evaluated and their suggestions for supervising staff, also to know something about their psychological needs and fulfilment to relate their answer to the subject discussed in Section Two of the thesis about work motivation and see how that fits in with Saudi women's administration.

How was the questionnaire made

Since 10% of total population of women administrators in Riyadh City were planned to be questioned in random way by using questionnaire forms, 75 Saudi women administrators were expected to be involved in this research

work, so 75 questionnaire forms were given to the random selected group by the researcher with the co-operation of some administrators who worked as correspondents. Five forms were sent to each school or organisation to be answered. Each questionnaire form was accompanied by a covering letter which explained the reason for giving the questionnaire and a note of appreciation to the administrator for replying. (A copy of this covering letter is included at the back of this thesis).

After one week (which was the deadline given to the sample) only 22 forms were returned with the answers. Names and personal identification were not required, giving the administrator a chance to say what she wanted without hesitation or fear.

Since only 22 responses out of 75 had been received, the administrators who had not replied were followed up by phone calls to remind them, waiting for two more weeks 5 more questionnaire forms were returned with the answers and 6 questionnaire forms were returned with no answers. So 48 questionnaire forms have been neglected. The reasons for not replying could be :

1. The informal way in which the questionnaire forms were sent may not have encouraged some administrators to reply.
2. Hesitation to respond by some administrators who did not get an official letter from the General Presidency

of Girls' Education requesting them to complete the questionnaire (as they replied).

3. Some administrators were unwilling to give any information to anybody. (That has been written on the 6 returned questionnaire forms).
4. Carelessness of some administrators by answering some questions and leaving others without any reason indicated.
5. Some administrators were depending on some friends who were willing to take over the responsibility of work as correspondent, but some of them did not do that as they said they were too busy.

One week after receiving the last five forms, another 48 questionnaire forms were sent to many different schools. Some administrators at this stage have volunteered to take responsibility for collecting the answered forms personally from each school, college or school supervision office. Within 10 days, 43 forms were returned with the answers. So the total questionnaire forms answered was 70. That number represents 9% of total population of women administrators in Riyadh.

The answers took about six weeks to be categorised in groups, all similar answers were put in one group form and the others were put in separate groups. All answers were written in the Arabic language. They were translated into English on completion of group categorisation.

The answers which the administrators gave as a response to the questionnaire indicated difficult issues which encouraged the researcher to delve further into the subject in the interview questions. These difficult issues such as: limitation of given answers, ignorance shown in answering some questions, not all of the administrators in the sample have the same job function, so the information could vary from person to person according to her nature of work and position.

All through the questionnaire response gave a general view of difficulties and information, the answers were very limited so the personal interview was designed to obtain further information.

There were many How, Who and Why questions in the interview questions for further information. These How, Who and Why questions did not appear within the questionnaire as much as What questions because the questionnaire was designed to gather principle information which will be explained in greater depth by the personal interview which was the other technique used.

The interviews were conducted with a random sample of 27 Saudi Administrators (female) who represent 3.5% of the total population of women administrators. As has been said earlier, the information given by the administrators in the questionnaire is limited, further questions designed for the interview to gather more information

about the problems and difficulties of Saudi women administrators. The interview questions were designed to be complementary to those answers given in the questionnaire that were not detailed enough or gave little information about the subjects indicated on the questionnaire forms.

How was the interview made?

For the interview questions, 27 administrators out of 749 of total population of women administrators in Riyadh were selected at random, 2 were College Registrars, 3 Deans at Girls Colleges, 3 Head of academic department of College, 9 High school Principals, 3 School Supervisors, 4 Head administrators of educational Supervision office and 3 Heads of Employees Office Department in Girls' Colleges.

The interview meeting was planned by making appointments with each administrator in the sample. Four of them did not have any time during working hours, so the interview was conducted over the telephone, and that of course affected the responses by being very brief. Each meeting took an hour and a half on average.

The interview questions were given orally limiting the possibility of no response, which is less likely to be a problem than with postal questionnaire.

Although the administrators interviewed had positive reactions to all questions asked and welcomed the questions and discussion, they gave very brief answers, avoiding a lot of discussion, and hesitation to answer questions beginning with Why? This may have been due to the fact they have little authority given to them, and that made them seem very reserved and limited in the answers. The other reason could be the centralisation in administration which controls everything, even the information given. Another reason may be fear of making a mistake, or reservations about informing on any weakness in the administration

Each answer given by the administrators was written individually. Each interview was written in a note book and each answer was entered next to the relevant question. After finishing all the interviews, each question was written on a sheet of paper and all similar answers for these questions were grouped together. There was a lot of similarities in the answers, the only difference was in the way it was said.

The work was organised into written reports by tabling the group's answers, which are clarified in the following report.

Summary

This research was carried out to locate difficulties and problems among Saudi women administrators, to find

out the relationships between Saudi women administrations and theories of effective management which were indicated in Section Two of this thesis, and also to find out the role of Saudi women administrators in planning programmes, decision-making and authority.

The method of research was by the use of a questionnaire given to a random selection of 70 Saudi women administrators who represent 9% of the total number of women administrators in the City of Riyadh. The questionnaire was followed by an interview to obtain in-depth information and discussion. The interview was done (at random) with 27 Saudi women administrators (who represent 3.5% of total administrators in the city of Riyadh), some of them belonging to the same group as the questionnaire sample and others who were not. The questions of the questionnaire and interview were grouped into five groups which are:-

1. General questions.
2. Communication.
3. Authority and Decision-making.
4. Curriculum-planning.
5. Work evaluation.

The findings of this research will be discussed in the following chapters.

CHAPTER TWELVE.

Characteristics of Saudi Women's Educational Administration

Introduction

Referring to the information given in the earlier Chapter Eleven by using two methods of gathering information about Saudi women's administration which were the questionnaire and interview. This chapter will indicate general questions which were put to Saudi women administrators by the questionnaire and interview. These general questions were needed for many reasons which are:-

1. To ease up the questions by starting by a sample question which is easy to be answered before more complicated questions.
2. To create a friendly environment between the researcher and the individual woman who has been interviewed.
3. To have an idea about the identification of the person who has been asked, and yet to know her role in decision-making.
4. To gather basic information about the characteristics of the sample
5. To help the researcher to know who are the people who are selected to be the sample of the work so the answer given for the designed research questions will be related to each individual of the sample's background.

General questions

The general questions which have been asked to Saudi women administrators were about job descriptions of Saudi women administrators. Since we are dealing with different types of administrators, we have to know positions and kind of job for each administrator in the sample, so we can understand the situation of each one and her role in decision-making. The questionnaire and interview question asked was: "What is the title of your present position?" - The answers given to this question were:-

Table 1 - Title of Sample's Position

Questionnaire No. of Respondents	Interview No. of Respondents	Title of Position
2	2	College Registrars
2	3	Deans
1	-	Assistant Dean
18	9	High School Principals
6	-	Secondary Sch Principal
3	-	Elementary " "
25	3	School Supervisors
3	4	Head Admin of Educational Supervision office
5	-	College administrators (1 Librarian 1 Accountant 3 Typists)
1	3	Head of employees office dept in girl's College
1	-	Translator
2	-	Counsellors
1	3	Head Academic Department
70	27	

According to Figure 6 (at the back of thesis) which shows interior administrations of Girls' Colleges, and Figure 7 (at the back of thesis) which shows the structure of Girls' educational system, we can notify that 10% of the questioned sample and 79% of the interviewed sample (such as Deans and Head of supervision department) are directed by men directly. The rest of the sample are directed by men through the women's administration. The information gathered about the title of samples' position may help us to find whether the problems and difficulties of decision-making (if any) exist in any of the following areas :

1. Between the male educational officers and the females administrators.
2. Between the male administrators who supervise the women's administration directly, and the women administrators because of the separation of men and women.
3. Between the women administrators themselves, who get their information from the male higher administrators, but without face-to-face contact.

To expand information about each administrator's present title of position, and to find out what sort of work every administrator did, the following question was put to each interviewed administrator of the sample. "What do you do in your job?" This interview question had many different answers, which made it difficult to categorise in groups because there are different fields

of administration. Answers were analysed to produce job descriptions by grouping the answers together, then the similar answer for jobs were written down on a sheet of paper, summarised and added to the general questions which were very similar. For example, very few Principals gave additional comments to the statement of the majority which said : "My job is to implement instructions given to me, (by Office and General Presidency for Girls' Education), following teachers' work and writing reports about teachers' activities." So from all the answers given by women administrators, we can suggest the following jobs description:

Job Descriptions of Women Administration - Saudi Arabia

1 - School Principals

Responsible for all school work such as division of work, following teachers' work and activities, solving some student and staff problems, managing the examinations schedule and writing reports about the work of staff. Also inform the Office of Supervision about all work as well as the needs for the school.

2 - School Supervisor

Two different sorts of answer have been given for the question "What do you do in your job?" That is because some of the supervisors are supervising teachers and administrators and therefore the answers of the supervisors were not the same. The difference in response

from one supervisor to another is the definition of her work. Some gave a brief definition while others gave it in detail.

It was found from both types of answers given by supervisors that their job was defined as: Visiting certain Schools to improve classroom lecturing or administration. Each supervisor has been given a certain number of schools to visit and observe classroom lecturing according to her subject of specialisation. Each visit has to be followed up by writing reports, evaluating the work of teachers, not only by writing reports, but by suggesting some new method and aids. Their work included discovering the weakness of teachers trying to avoid it and encouraging their strong points and praising them. The reports which are written about school teachers are given to the Office of Educational Supervision, which in turn, sends them to the Office of the Directorate of General Education. In case of special complaints or a situation involving a certain teacher, decisions are made by the Education Officer in the General Presidency. All supervisors said there is no authority given to them to make decisions without referring to the Head of Supervisions' administration and Head administration will write a report to the Directorate of General Education for making the final decision. In addition to this work, the head supervisors have to follow their workers (supervisors), write reports about everyone and send them to the Directorate of Education to

inform them of the progress of work and asking them for assistance and decisions.

3 - Deans

In addition to the lecturing at a college, Deans are acting as administrators and teachers at the same time, because the regulations of the colleges stipulate that Deans and Assistant Deans should be faculty members.

A Dean is head of a college council which meets once a month and is responsible for implementing all plans and directions which come from the Assistant President of Girls' colleges. A Dean must inform the assistant president to Girls' Colleges about each internally suggested decision to be made, organise the examinations committees, follow employees' work, discuss personal or academic problems with the employees and trying to find a suitable solution, discuss needs and problems of students, divide work inside the organisation, make daily decisions such as giving leave of absence to some employees who ask for it, write warning letters to members who are doing unsatisfactory work and write yearly confidential reports about each individual worker.

4 - Assistant Dean

Assistant Deans help the Dean by preparing written work according to the Dean's information and direction,

in preparation for her signature and dispatch to the Assistant President. They write the minutes of the council and all decisions made in each council in separate letters to be signed by the Dean and sent to the Assistant President to obtain his agreement or disagreement for each decision. They also help staff solve management problems such as timetable, examination times, and sign the letters which are to be sent to the General Presidency of Girls' Education in case of the Dean's absence.

5 - College Registrar

The College Registrar is responsible for students registration, supplying the students with college certificates, writing students' cases which have to be submitted to the college council, making lists of the students' salaries, preparing lecture schedules, preparing lists of the attendance of students and helping the students obtain information about the college. But a registrar has no authority to sign any letter that is prepared in her office concerning students' need; the Dean is the only person able to sign letters which are prepared and written by the office.

6 - Translator

She translates any letter or information which has been referred from the Dean's office at the College from

English language into Arabic or vice versa according to instructions received. Also participating in giving some direction to visitors who don't speak Arabic and come to the College to gather information.

7 - Counsellor

Counsellors discuss all students' problems with students and try to help them solve their problems whether social, academic or personal. Counsellors have no authority to visit homes, but all problems should be solved within the college. All students who have problems should be transferred from the Dean to the Counsellor and any case studied must be written down, together with the Counsellors' suggestions or recommendations and sent to the Dean to make the final decision.

8 - Employment affairs administrators

The employment affairs administrator's task is to take responsibility for everything relating to employees, such as keeping each employee's personal reports, recording attendance of employees, and terminating the service of each employee who has finished her service and arranging the start of work for new employees, writing letters and information for the employees as needed, but there is no authority given to their office to sign any letter which is ready to be given to the employee or to be sent to the General Presidency; that authority is only given to the

Dean who signs letters which are prepared by their office. Administrators have some communication with the General Office of Employees' Affairs in the General Presidency which is headed by a man. Administrators contact him to get information or direction or to ask about delays in some transactions. They are responsible for sending him the passports of foreign employees on contract so he can complete the processing of the passports for travel visas. The covering letter enclosed with the passports must be signed by the Dean. The administrators are also responsible for organising records of the salaries of the employees, which must be sent to the General Office of Employees' Affairs in the General Presidency to pay the employee's salary at the end of each month.

They are also responsible for providing the employees with statements of service, warnings, letters of thanks, information about allowances etc., and all these letters must be prepared in the office and be signed by the Dean and delivered through the office.

9 - Librarian

The Librarian organises books by numbering them and keeping them in shelves according to subject, taking the signature of every student or lecturer who borrows by writing her name, date and name of the book, keeping this information in the library records until the books are returned. They also take responsibility for ordering new

books according to a needs of each Head of Academic Department. Librarians do not have any authority to make any final decision so they work as implementors and not decision-makers.

10 - Accountant

Disburse salaries of employees according to the records of the General Presidency. Disbursement is carried out by receiving the amount from the person responsible for accounts in the Presidency (male) and then distributing them to the employees.

11 - Head of Academic Departments

Make lecture-schedules of the member of the section, discussing each individual's problem, if any, and try to solve it with help of the Dean by writing a letter referring the problem or case to her, who then sends it to the General Presidency with a covering letter to make a decision, she also arranges monthly councils, at which the Head of Academic Department (woman) is present. The head of Academic Department administrators and the other members of the council who are the faculty members of the department, discussing the department's needs, problems and making suggestions relating to the possibility of some students doing higher studies in the section. Everything that happens in the Council must be written in a memorandum and sent to the Dean to make decisions or

give her suggestions. Also the Head of Academic Department is responsible for presenting cases of students wanting higher education to the college council as a plan for investigation or for discussion.

From what has been said, we can conclude that the system of administration is:

- 1 - Highly bureaucratic, because each administrator starting with the Head Department Administrator, is making decisions in a limited way in the form of suggestion, to be sent to a higher administrator who is the President or Assistant President.
- 2 - None of these women administrators has the authority to make final decisions.
- 3 - They can only implement after the decision has been made by the General Presidency.

Conclusion

Almost every woman administrator is involved in a work structure which needs to be well organised, and there is a need for independent authority to make personal decision for quick results. As Saudi administration is highly bureaucratic (as has been indicated in Section One of the thesis) the authority given to administrators at lower levels is very limited, and unequal to their

responsibility as was indicated in Section Two of thesis on theories of effective management. Authority then must be equal to responsibility and the staff motivation will be increased if they are asked to participate in decision-making at least by giving suggestions and opinions and help the policy of the organisation they belong to, to be more practical in decision-making. The earlier question about job description of the sample has indicated a style of administration in Saudi Arabia which is highly bureaucratic with an imbalance between authority and responsibility.

What is the size of the organisations administered by the women administrators

Knowing the extent of women administrators' authority and limitation of their authority and responsibility, the following interview question was asked to discover the size of the organisation then relate the answer to the responsibility of the sample. The question was :

- a - How many students do you have in your organisation?
- b - How many academically qualified staff do you have in your organisation?
- c - Other staff?

The answers were analysed and grouped in Table S (listed at the back of this thesis).

Table S illustrates the difference between the work of the administrator who is responsible for 1300 students and of the one who is responsible for 7 students, because the attention the first one gives is $1/1300$ th to each student while the second one gives $1/7$ th to each student. That will make a difference to her work so the difficulties that the administrator faces is partly the number of students and partly the number of staff as well. But we have to keep in mind that the sample administrators do not represent one type of administration, because the sample included many different kinds of administrators. So the nature of each administrator's work differs from the other therefore the responsibility of each one of the sample varies. For example, the School Principal's responsibility for the students is different from the translator who does not deal with students.

In Table S, there are two problems indicated. Firstly, some organisations have large numbers of students such as 1300 students served by six administrative employees, which means every officer in the registration office serves 217 students and 950 students are served by five officers, which is a high number. Also the employees affairs departments which have 187 employees served by seven officers only, 110 employees served by seven officers and 116 employees served by six officers. The ratio of administrators is very small to the number of students or employees served.

This could be the nature of division of work in each organisation as well as the kind of each administrator's position and her involvement of work. Secondly, the other problem is the department which has 22 employees serving seven students only, the ratio is about 3:1 which is very high. We can understand from Table S the following

- 1 - The reason for having seven students in one department served by 22 employees could be a new field of education which has just started, or it could be a department of a field of education which has been transferred to another department, such as the department of Education and Psychology in Girls' College which has been cancelled for undergraduate students, and the staff remained to participate in giving some courses in many different departments.
- 2 - The reason for the organisation which has a large number of students or employees served by a small number of officers could be the limited amount of specification which is suitable for the nature of study in that organisation.

Academic Qualification of the sample

Since we are dealing with different kinds of administrators, it is important to know each administrator's academic qualifications, so that could lead us to know how much knowledge each one has about her work and how

her subject of study relates to administration as a field of work. The following questionnaire question will clarify this.

- "What is your qualification?"

Table T (listed at the back of this thesis) which summarises the qualifications of the sample, gives the results of this question.

From Table T we found that only 11.4% of the total sample have had management courses, but if we take education into consideration as a subject which contains administration, the percentage will be 24.2%. The others did not attend any management courses but got their work activities from work experience only. From Section Two in this thesis, it was said that : Management training which included the knowledge and management skills has a great effect on the individual (manager) in analysing problems, selecting the substitute and gathering information to make the decision.¹ More than 75% of the administrators in the sample are not academically qualified as managers, which may affect the decision-making results. This information concerning the academic qualification of the sample will lead us to ask the next question which is to find out how the sample get their information about management.

1. Simon: Administrative Behaviour, MacMillan, 1951.

Information about School Management

From the questionnaire question we would like to figure out the information that female administrator receive, the general education of each director, because the leader's educational level will reflect on all her staff in the organisation as well as her ability in making decisions. The question which has been asked through questionnaire forms was :

Do you get information about school management from:

- a - books
- b - magazines
- c - newspapers
- d - other sources

Please give details.

Table 2 - The source that women administrators get their information from about school Management

No. of Admin.	%	Resource	Details
9	13	Books	Educational supervision educational administration, strategy of management, guidelines of work published by Office of Educational Supervision.
2	3	Magazines	Any magazine which writes about the Subject of education.
6	8	Books & newspapers	Educational administration & any newspaper which writes about educational problems.
14	20	Other resources	Boards and directions of the organisation
35	50	-	No time for reading, no educational magazines or interesting books to be read
4	6	-	No need for reading have enough information.
70	100		

56% of the administrators do not read about education, as shown in Table 2. 6% are satisfied with their level of education and think they do not need to read further. This could be that these people have obtained their education primarily for an economic purpose, but not to follow the educational movement because the effective manager is the one who keeps up to date. 50% of the administrators said there is not time for reading so they could have or have not the readiness to read, and they could be busy at school and at home as well.

What they do need is time set aside for reading in the school. It will be good encouragement for them for their students and staff as well. Having meetings between them and the administrators of other schools could be a good idea to exchange information, promotion, examination, and competitions.¹

50% of the sample complained about lack of educational magazines, 11% read any subject about education appearing in newspapers and magazines. 44% of the sample read many different kinds of books and subjects, although 50% have complained about the lack of educational magazines or interesting books to read, so if the schools libraries provide interested books and magazines, 94% of the sample will be categorised under administrators who do reading

1. Educational Supervision- Al-Afandi, M. Alam al-Kutub, Cairo, 1981

activity, that means the Saudi women administrators either have the ability to follow the educational movements up to date, or following the educational movement already as the 44% do.

Conclusion

Administrators should be encouraged to read and discuss education by means of well planned discussions and meetings within the school. Libraries for all schools are suggested to be created for teachers and administrators, otherwise the standard of educational achievement will drop. Interesting books and magazines should be created with administrators contributing in the form of writing articles about various subjects and ideas.

It has been noticed that there are no special educational magazines and an educators' meeting could be held at least once a month for publishing magazines for the benefit of public readers as well as educators.

This could lead us to ask the next question about the source of experience each one of the sample has, to find out whether there is any co-operation in exchanging experiences between administrators or not.

Source of Experience of the Sample:

Questionnaire question asked to the sample about source

of experience :

"How did you get your experience for your present job in administration?" You may select more than one answer from the following:

- a - by having a training course in School Administration.
- b - by work experience.
- c - by reading administrative books.
- d - by having the fields of administration as your major subject.
- e - others?

For this question 59% of the sample have chosen more than one answer, so their answers have been categorised in the following Tables 3A and 3B:

Table 3A - Source of Administrators' Experience as Special Knowledge of Administration

No. of Administrators	Chosen Answer	%
17	a	24.2
70	b	100
12	c	17
8	d	11
15	e	21

Table 3A has shown the answer chosen by the sample which clearly shows that all the sample got experience from their work situation. In addition, there were many other different answers chosen as another resource. The following table, will clarify the specific answers chosen by each administrator in the sample.

Table 3B - Source of Administrators' Experience

No. of Adminstr.	%	Combination of answer chosen
9	13	By having a training course in administration and work experience.
41	59	By work experience.
2	3	By having a training course in school administration & work experience & reading admin. books and having the field of admin. as their major subject.
3	4	By having a training course in school admin. & work experience & reading admin. books & having the field of admin. as their major subject & colleagues' experience.
2	3	By having a training couse in school admin. & work exper. & colleagues' experience.
1	1	By having a training couse in school admin. & work exper. & colleagues' experience.
3	4	By work experience & having the field of admin. as their as their major subject & colleagues' experience
1	1	By work experience & reading administrative books
8	12	Friends & colleagues' experience.
70	100	

Table 3a and 3b suggest that the highest percentage of the sample is work experience on the job and the second which is 24.2% a training course in School Administration.

Since all the girls' colleges education in the Kingdom of Saudi Arabia give their student course on administration and supervision two hours a week for one academic year,¹ some of the administrators from the sample may consider the course of school administration which have been given to them through their study in the college, as a training course. The 24.2% is a high figure for such a new field for women in Saudi Arabia, while the other 64.4% did not have any training courses. 11% of the administrators had taken administration as a major subject. We can notice that the 17% of the administrators who are getting their experience from reading administration books. This figure is different from the 64% of administrators who read books (which appears in table 2). This could tell us that some of the administrators who read books do not get any experience from their reading. Since every one of the sample have indicated that she gets her experience from her work we will move to the next question on the questionnaire which will indicate the age range of each administrator in the sample to find out how much experience each administrator of the sample has. That could lead us to know the effect of years of experience on Saudi women administration.

1. Informational time table, Girls' Colleges, Riyadh, 1983

Age range of the questionnaire's sample

The following question was added to the questionnaire.

- "Which age group do you belong to?"

20 - 29 years

30 - 39 years

40 - 49 years

50 +

The answer to this question was as follows:-

Table 4 - Age range of Respondents

Age Group	20-29	30-39	40-49	50+	No reply	Total
No. of Admin.	29	20	17	2	2	70

From the question about age and its answer, we found that the highest percentage of administrators are young people. 41% of the administrators are between 20-29 years of age which means that they have reached the position of administration in different levels immediately after their graduation without work experience. The decision of the Saudi government to Saudi-ise the administration has pushed the central administration to give the authority for school Administration to young people who do not have the relevant experience yet, they must be Saudi citizens and that is sufficient.

30% of the administrators are between 30-39 years old, that 71% are still between 20 - 39 years old. Women often decline to state their exact age, so there is a possibility that some administrators who indicate their ages to be in the 20-29 age group in actual fact belong to the 30-39 age group. In general, Saudi administrators are young in age especially women, since the age of girls' education is only 26 years old in the Kingdom of Saudi Arabia. This is the conclusion reached from the next questionnaire question.

- "How many years experience do you have?"

The answers for this question are summarised in Table U (listed at the back of this thesis) and is followed by Table V (also listed at the back of this thesis) which compares Table 4 and Table U, age range and years of experience.

We notice from Table V that some administrators are very young but their indicated number of years of experience is high. If 24 administrators have had between 1-7 years experience, there are still five administrators under 29 that have had more than 7 years experience, which is unreasonable because the minimum age for college graduates is not less than 22 years old.

There are two possible reasons for this, either they did not indicate their correct age group for psychological

reasons, or they did not indicate the correct number of years experience due to the fact that they could not remember and they guessed. For example, under the group headed School Principal, a principal has circled the age group she belongs to as 20-29 and has had 14 years of experience, which means she started her employment at the age of 15 which is not possible. But since Saudi administrators in general are young people, it indicates that this is a new field of work.

Conclusion:

From the question indicated earlier, we have noticed that 11% of the total sample have had management courses. The rest did not, but have had different major courses, plus training courses in management for some of them. This will affect the quality of decision-making according to Simon's theory, because the administrator must have an educational background in administration in addition to experience to solve some administration problems and follow the management theories and ideas. Although 100% of the sample have got their experience from work we found that 71% of the total sample are age between 29-39 years old. This tells us that administration is a new field for Saudi women administrators, so the administrators have work experience for very few years.

From this conclusion and after the general information about years of experience, academic qualification, age,

work position and the nature of work for each administrator of the research sample. We next move to Chapter 13 which will deal with the methods followed in Saudi women administration remembering we are dealing with different types of administrators and each one has different experience from the other. According to Section Two of this thesis Simon (1951) says: "Communication means a sharing of elements of behaviour. It is essentially a social affair which enables the social unit to grow." So to find out about the growth of Saudi women administration and how it functions, we have to know first the communication methods since communication is the basic element between individuals which leads to decision-making.

CHAPTER THIRTEEN

Communication methods.

Communication

We have noticed from Section One of the thesis that for religious reasons, men and women in Saudi Arabia never meet each other face to face, but men control the women's education and are responsible for directing them. The following questions will clarify the methods of communication between men and women. The following question (questionnaire) will clarify the method of communication followed between male and female administrators:-

- "How do you communicate with your leader?

Which method do you use?"

(you may select more than one method)

- a. By telephone
- b. By writing
- c. By closed circuit TV
- d. By meeting
- e. By others

The answers for the above questions will be clarified in the following Table 5.

Table 5. Methods of Communication between men and women followed by Saudi Women Administrators;

Number	Methods	Using this method
53	Telephone & Writing	76%
2	Writing	3%
14	Meeting & Writing	20%
1	Writing & Telephone & Closed	
	Circuit TV	1%
-	Others	0%
70		100

From table 5 above, we can notice that most of the administrators (76% of the sample) use the telephone and writing as a main method of communication. Clarifying the opinions about effectiveness for using these methods, 54 administrators have said the telephone is the method of communication used because it is the easiest way to obtain prompt solutions for many daily problems.

80% of the administrators use writing as a method of communication. 7% of them pointed out writing as a method of communication, because they think it is a successful way of finding a way to prove their work in future when it could be ignored, and is a good reminder

after a long time to have the date and outline information as a reference. 10% of them did not indicate any reason for using the method of writing. 20% of the sample have indicated that the meeting as an effective method of communication. these administrators could be school principals and Supervisors who deal with female supervisions and can meet with them without any problems.

None of the administrators have indicated 'others' as ways of communication, because they do not exist in their organisation. Although closed circuit TV exist within the system of communication, it has not been used very often only 1% of the sample have indicated using closed circuit TV as a method of communication. since 77% of the sample have indicated the telephone as a first method that has been used in communication, 39% of the sample have regarded it as an unsatisfactory method of communication since they cannot express their point of view clearly.

Conversely, 35% of administrators have considered the telephone to be a satisfactory method of communication because, it gives immediate answers to some questions. 3% only considered the telephone as a very satisfactory method of communication, and they have found their leaders are flexible with them and react positively.

Since writing is a method of communication considered very important, because it keeps a record of events and

dates for future reference.¹ 100% of the sample have indicated using writing as a method of communication, 61% of them have indicated writing as a method, not satisfactory, they consider it too slow, it does not clarify ideas in many cases needing negotiation and long discussion. 34% of the administrators considered writing as a satisfactory method of communication because it is the only way that they can express ideas thoroughly. 4% of the sample only considered writing a very satisfactory method of communication because it is the only way that they can put down their needs and ideas in a clear way. 1% of the sample have indicated that writing as a method is unsatisfactory because ideas are sometimes not clearly expressed through writing, the leader selects some statements and uses them to support his own case.

Referring to Table 5, writing is taking place as a communication method among 100% of the administrators, Section Two Chapter Ten indicated the difficulties in communication by written messages as a problem of language, because the person who reads the written message may interpret it in such a way that they may not get the idea of the specific information needed. In verbal communication, it will be easier for both the sender and the receiver to understand each other by clarifying ideas. The reason for using writing as a first method among the Saudi women administrators is because men and women are

1. Allaky, M. The Management, Tuhama, Riyadh, 1981.

not allowed to meet each other according to Islamic point of view which has been discussed in Section One of this thesis. But according to section Two of this thesis, "How to make communication effective" it indicated that "communication is not confined to giving directions and orders and expecting the results. It also relates to the human, his behaviour personality, and relations." These of course, cannot be evaluated unless there are person to person meetings, again as it indicated in Section Two on effective management - "The personal directed communication is the most important kind of communication, because it make available to both sides understanding and the exchange of information, and because it gives an opportunity to ask questions and to discuss."

Deeper Depth of Information in Communication:

To expand information about the method used in communication, the following interview question has been asked to the administrators who are the sample of our research in this thesis. The interview question was as the following:

- "How do you communicate with the General Presidency?"

The answers for this question were unanimous: "we communicate with the General Presidency by writing and telephone calls only."

Since meetings between men and women are not allowed, these answers were given by the whole of the sample, as has been said before in the section of Women's Education in Saudi Arabia. The only methods of communication are writing and telephone calls. There is no face to face meeting taking place at all.

Since we know about the method followed in communication, the next questionnaire is concerned with finding out the effectiveness of communication between men and women, since communication has been defined in Section Two of this thesis as "in addition to exchanging information and transferring information communication includes exchanging advice and feelings".¹ To find out if the indicated above definition of communication is suitable to Saudi Women administrators or not , the following - questionnaire question was asked.

- "What does your leader communicate with you about?"

The answers were categorised into different responses which are:-

- a. Giving directions and orders.
- b. Following the work needed.
- c. Things which are very urgent and need quick answers.
- d. Decision.
- e. Subjects which relate to our major to get benefit for himself to make individual decision.

1. Allaky M. The Management, Tuhama, Riyadh, 1981.

- f. About all subjects related to work.
- g. Giving quick solutions for some problems that we face.
- h. Accepting new students or new employees enrolling after application closing date.

61 out of 70 administrators gave more than one answer to the question. Table 6, which follows, shows the frequency of these answers.

Table 6 - Subject of communication between educational officers and the women administrators.

No. of Admin.	%	Answers
6	9	Giving directions & orders.
18	26	Giving directions & orders & following the work needed & about all subjects related to the work & making decisions.
3	4	Things which are very urgent and need quick answers
17	24	Giving directions & orders & following the work needed & about all subjects related to the work & giving a quick solution for some problems that we face.
3	4	Giving directions and orders & following work needed & about all subjects related to the work & limited the number of new students and sending new employees and accepting new students or new employees enrolling after application closing date.
5	7	Giving directions and orders of things which are vey urgent and need quick answers and subject which relate to our major to get benefit for himself and make individual decisions.
4	6	Giving a quick solution for some problems that we face & following the work needed & giving directions and orders.
9	13	About all subjects related to work and giving directions and orders and making decisions.
3	4	Giving directions and orders and following the work needed and making decisions about all subject related to the work & giving quick solutions for some problems we face.
2	3	Limiting the number of new students and sending new employees & following the work needed.
70	100	

From Table 6 above, we notice that all communication between women administrators and men is related to the work situation. The highest percentage, 93% was about giving directions and orders. We can understand from Table 6 that the Saudi organisation represent the formal communication more than the informal. In Section Two of this thesis, Barnard's theory emphasises the necessity of motivation to be given to the workers to feel individual worth and the personal relations between the workers and higher administration which could create an incentive for individuals in the organisation to work together and co-operate on the basis of harmonisation of their view in order to achieve the common aim. So Barnards' emphasis does not exist among Saudi women adminstration since giving orders and directions by the leader have presented by 93% of Saudi women administrators, that show us that there is no place neither for the motivation nor for personal relations between the workers and higher administration which can lead to a way of achieving the common aim of the organisation.

Section Two of the thesis about the effective management indicated the three types of administration which are:-

1. Autocratic.
2. Democratic.
3. Laissez-faire.

Relating the answers given to the question of what women administrators communicate with their leaders about, suggests that the Saudi administration is close to the Autocratic type which indicated very restricted personal relations between the higher administration and the employees. This will lead us to the next question (questionnaire) to know:-

- "What do the women administrators communicate with their leader about?"

The answers given are shown below after being categorised according to similar answers and is followed by Table 7 which clarifies percentage and answers chosen.

1. Getting his/her permission for absence.
2. Clarifying some letters or written directions that come from him/her.
3. Asking for a solution to a problem which has been explained in a written form and sent to be solved but no reply was given.
4. Transfer some opinions and suggestions for workers' benefits.
5. Communications happened very rarely for getting some information.
6. Complaining about the sudden absence of teachers and reporting the shortage of staff.
7. Asking for a solution to some problems which face the students or teachers.
8. Informing him about the decisions which have been taken in the meeting of the college councils and

asking for his final decision.

9. Ordering some equipment.
10. Sending reports about progress at work.
- 11 examination scheduling.
12. Suggestion for hiring some staff.

Table 7 - Subjects of communication between the administrators and education officer

Group No.	No. of Admin.	%	Answers given	%
1	16	23	Getting his/her permission for absence & asking for a solution to a problem which has been explained in a written form and sent to be solved but no reply was given & transfer some opinions & suggestions for workers benefits & complaining about the sudden absence of some teachers & reporting the shortage of staff & suggestions for hiring some staff.	
2	23	33	Clarifying some letters or written direction that came from him/her & ordering some equipment & sending reports about progress at work & suggestions for hiring some staff.	
3	17	24	Asking for a solution to a problem which had been explained in a written form and sent to be solved but no reply was given & transfer some opinions & suggestions for workers' benefits & complaining about the sudden absence of some teachers and reporting the shortage of staff & examination scheduling.	
4	2	3	Asking for a solution to a problem which has been explained in a written form & sent to be solved but no reply was given & informing him about the decisions which have been taken in the meeting of the college councils & asking for his final decision, & ordering some equipment & asking for a solution to some problems which face the students or teachers & sending reports about progress at work.	
5	5	7	Asking for a solution to a problem which has been explained in a written form and sent to be solved but no reply was given & transfer. Some opinions & suggestions for workers benefit, & complaining about the sudden absence of some teachers & reporting the shortage of staff & asking for a solution to some problems which face the students or teachers & ordering some equipment.	

(continued)

Table 7 (cont.)

Group No.	No. of Admin.	%	Answers given
6	2	3	Asking for a solution to a problem which has been explained in a written form and sent to be solved but no reply was given & transfer some opinions & suggestions for workers' benefit & clarify some letters or written directions that came from him/her & ordering some equipments.
7	4	6	Clarifying some letters or written directions that came from him/her & asking for a solution to a problem which has been explained in a written form & sent to be solved but no reply was given & sending reports about progress at work & examination scheduling.
8	1	1	Transfer some opinions and suggestion for workers' benefit & complaining about the sudden absence of some teachers and reporting the shortage of staff, & sending reports about progress work.
70		100	

From Table 7, we find that the most common subject of communication with the education officer is asking for a solution to a problem which has been explained by the women administrator in a written form and sent to be solved but no reply was given. 47 Administrators (66%) (groups 1,3,4,5,6 & 7) gave this answer. In addition to the delay of answers for a written case which have been

indicated in Table 7 above and also the decision cannot be made by the administrator herself, but by the education officer only. Delay in answering could bring some problems to the administrators such as worry and embarrassment because of having no authority to inform the workers in addition to hold-ups of some business, due to waiting for answers or decisions.

Since 56% of the sample (group 1 & 2) indicated that they gave their suggestion for hiring some staff, the women administrators do not make the final decision to hire staff although she could judge her workers better than men do, because women administrators can see and follow their workers' activities while men in higher administration cannot do since women work separately from men.

According to Section Two of this thesis, on Simon's theory of decision-making, he has indicated the importance of the individual worker who must be involved in making decisions. Barnards' theory of decision-making emphasises co-operation between the leader and the employees and gives great attention to good human relations. The steps which are needed for decision-making (as it has been indicated in Section Two of this thesis) have the point of calling a meeting for all persons who will be affected by the decision if at all possible. These facts about decision-making are still missing among women administration since men and women will never meet each other for

any reason, that will effect the effectiveness of decision-making in a negative way.

Two Administrators (group 4, as indicated in Table 7) have told us the councils' decisions are sent to the educational officer to give his final decision about them.

This could relate to the first section of this thesis about womens' education in Saudi Arabia which indicated that the Saudi administration is highly bureaucratic. So every decision no matter how big it is, must follow the procedures which are subject to the system of hierarchial movement in the administration.

81% of the women administrators (group 1,2,3,5,6 & 7) said they communicate with the education officer to transfer some opinions and suggestions for the workers benefits. That shows the consideration that women administrators take by seeking the workers' benefit. This was not shown in the answers to the previous question on the subject of contact between the higher administration (male) and the women. Hopefully, women administration will be inclined to the democratic type , which have been mentioned in Section Two of this thesis.

Conclusion

From Chapter Thirteen, we have found what method is used in communication and how the women adminstrators

communicate with men and what they communicate about. Since meetings between men and women do not take place. Writing was the method used in communication in addition to telephone calls.

Although written communication is considered as a point of reference so that the receiver can go back to the information whenever it is needed, but as it has been indicated in Section Two of this thesis, it still causes extra work when time and work is short for the administrator as well as the activities of the writer who can be involved in many other activities as well.

To solve these problems of communication, Section Two of this thesis has indicated some suggestions to solve communication problems amongst the administration, taking into consideration the religious concern referred to in Section One of this thesis about women in Islam.

CHAPTER FOURTEEN

- Problems in Communication among the Saudi Women Administrations with Men and Women.

Introduction

In any work, no matter how easy it is, there are still problems or difficulties in communication. It is for this reason, the questionnaire was designed about problems in communication among Saudi women's administration, to enable us to find out the difficulties the women administrators face in communication with men and women between different departments, and from these reasons we could possibly find a solution for the problems encountered in communication.

From the answers of the administrators of girls' schools to the next question (questionnaire), we find the problems and difficulties the administration faces in communication and which are clarified in Table 8a and 8b.

- What is the largest problem you are facing in communication?

a - with your education officer.

b - with your staff.

Table 8a - Communication problems with Education officers reported by Saudi women administrators.

Type of Admin.	No.	%	Type of Problem	Suggestion for solving these problems
School Principals	15)		No Problem	-----
College Registrar	1)		No Problem	-----
School Supervisors	17)			
)	53	"	
Head of Educational)			
Supervision Dept.	1)			
Translator	1)		"	
Counsellor	1)		"	
College Administ.	1)		"	
Head of Educational				
Supervision Dept	2	3	Always busy attention not paid	<ol style="list-style-type: none"> 1. Replanning his time to allocate time to listen to problems. 2. Writing about the groups complaint and send it to him. 3. Discussing it in the local newspaper & in the page "with the people responsible" & drawing his attention to this without mentioning the writers' name so he may make enquiries & reply
School Principals	9)	16	Negativity	<ol style="list-style-type: none"> 1. Giving him courses for training. 2. Bringing our complaints up through her colleagues. 3. Tell her she will be subjected to evaluation by all employees. 4. Search for the reason which could be from higher administration (men).
School Supervisor	2)			
College Admins	4)	7	Autocratic manner	<ol style="list-style-type: none"> 1. Give her training courses in human relations & communications. 2. Changing the Education Officer because his reaction reflected her work. 3. Bring a new Education Officer who believes in democracy, because always she follows what he does.
College Registrar	1)			

(continued)

333

Table 8a (cont.)

Type of Admin.	No.	%	Type of Problem	Suggestion for solving these problems
Deans	2	3	No flexibility	1. Moving from centralisation to non-centralisation 2. Give the authority of higher administration by women, so we can meet them & discuss our need & problems. 3. Changing the education officer with a better qualified one.
Shool Principals	3		No appreciation for our work & ideas	1. Since the final decision for our work evaluation made by the higher admins (men) it will be better results if the authority for such decision will be given to women.
Head employees office in girls' College	1			2. Training courses must be given to men leaders about women and their role in society so they will appreciate our leaders' work an ideas and yet that will reflect our work.
Head Academic Dept	1	14		3. Changing the education Officer (man) putting a highly educated one because he reflects his work on our leader (women).
School Supervisor	4			4. Changing the educational officer because he is the one who insists on staying within the line that he draws, no authorty has been given to our leader to be flexible.
School Counsellor	1			
School Supervisors	2	4	No flexibility	
Assistant Dean	1			
	70	100		

From Table 8a, 53% of the administration said "No problems" all of them do not communicate with education officers (men) directly, but through their leaders (women) except one who is the head of supervision department, half of the administrators (sample) are satisfied with their education officer, the communication is good and therefore the decisions are acceptable. 71% said the autocratic manner of the education officer is forming communication problems. 16% of the administrators said "negativity" and 71% said "no flexibility."

These problems could affect effectiveness. For example, the administrators have no authority to announce the result of the final examination to the students until a resolution or letter comes with agreement to this announcement. This can take a long time, and the practical result is to keep the students and staff in a state of tension. It is reasonable to expect that this leads to delay in finishing work, although more research is needed to estimate the precise effect.

3% of the administrators complain that their education officer is too busy, and does not pay attention to them. Again, we can assume that this will affect the efficiency of the administration because sometimes the administrator could have a problem which needs a fast solution and, if the education officer is busy and does not pay any attention, she might postpone her work for another time.

14% said "no appreciation for our work and ideas." When appreciation is not given, the worker has no enthusiasm to participate and to create new ideas. This will add to the problem of lack of motivation, which was discussed earlier.

Table 8a shows that no fewer than 28% suggested "changing the education officer" as a solution to the communication problem. The introduction of democratic procedures, by improving the way in which administrators work with the education officers, should have an impact of this high level of dissatisfaction. We have found a number of complaints which take different forms but are similar - i.e. that the male administrator is always busy, and does not encourage any change or innovation, and there is no appreciation of serious work and no flexibility.

The female employee is liable to work without enthusiasm or feelings of responsibility when it comes to offering something new or useful, and also to delay work because the male administrator is busy and slow in replying to enquiries.

So, according to Section Two of this thesis, Theory of Effective Management, which insisted on equalisation between authority and responsibility, democracy in management, motivation of workers and co-operation, there are some suggestions for improving Saudi Management, which are:

- 1 - Accepting the principle of team-spirit, so that each employee male or female, works as part of one team. As discussed in Chapter 9 Fayol has shown the importance of this principle which is part of management. He also confirms that the more contacts there are between team members, the more a spirit of co-operation will develop.
- 2 - Authority and responsibility: It is necessary to observe how much authority the manager delegates, and how much he keeps to himself. There must be a balance between the two, as Simon's and Barnard's theories pointed out in Chapter 9 of this thesis.
- 3 - Female employees must be encouraged to innovate and change. Their individual personalities must be recognised and they must be given the right to express their opinion.
- 4 - There must be concern for the psychological make-up of the female directors, and they must be encouraged to participate in taking decisions and in free contacts.
- 5 - Some incentives must be offered to female directors to observe the principle of fairness in this matter. Good directors should be given certificates of appreciation, or else their names should be included on a "roll of honour", distributed to all educational institutions. This would itself be the greatest incentive. As for material incentives, we suggest that these are given to the female employees in the lowest grades, to help them economically.

- 6 - Authority should be delegated from the higher levels to the lower levels, to make work easier and to support morale among the female directors. Delegating authority is a way of widening the scope for staff-development.¹
- 7 - Offering the chance for lessons in communication and personal relations to men and women among the administrators.
- 8 - Distributing opinion-sounding forms among the female leaders to know the strong and weak points of the Saudi administration.
- 9 - Giving authority to the people who are competent and experienced in administration.

This information given in Table 8a is identical to the type of autocratic administration described in Section Two of this thesis. We can say that the Saudi higher administration represents the autocratic type of administration. This leads to the second part of the question which was: What is the largest problem you are facing with your staff, so that we could find out what are the largest problems the sample is facing with their staff. Table 8b clarifies the answers.

1 - Allaky, M. The Management, Tuhama, Riyadh, 1981.

Table 8b - Communication problems between women administrators and their staff (women)

No. of Admin.	%	Type of Problem	Suggestion for solving these problems
29	41	No problems	
16	23	Rapid complaints	<ol style="list-style-type: none"> 1. Finding out their problems by discussion & negotiation. 2. Give them a chance to write their personal problems to put in the suggestion box. 3. Putting the right person in right place, because some workers have been given a responsibility unconnected to their major subject. 4. Better distribution of work.
13	19	Absence & request for leave.	<ol style="list-style-type: none"> 1. Go through personal records to find out what kinds of problems they have at home. 2. Give warning letters. 3. Taking measures to deduct from their salary. 4. Writing about this problem in their yearly report, which is sent to the General Presidency to decide whether to fire him or not. 5. Giving them warnings & if they do not take notice, transferring them.
5	7	Competition & jealousy between staff	<ol style="list-style-type: none"> 1. Giving them some responsibility & improve human relations among the staff by making some friendly parties & group work. 2. Looking at the administration itself, there could be more attention given to one than another. 3. Giving letters of thanks & bonuses to the employees who really deserve it, & not giving the letters & bonuses to those who don't. 4. Planning some meetings between the staff & their administrator to strengthen the links of friendship between them.
7	10	Weakness of academic ability	<ol style="list-style-type: none"> 1. Give them training courses in particular subjects. 2. Informing the colleges & universities about that to review their way of teaching & lecturing. 3. Encouraging reading for staff. 4. Do some personal examinations for the staff, give yearly bonuses according to their grades. 5. Making model lessons. 6. Issuing new guide books for teaching.
70	100		

539

From Table 8b, we found that the major problem in communication between women administrators and the staff is continually complaining which represents 23% of the total sample, while the next problem is absence and requests for leave, representing 19%. Weakness of academic abilities of staff is the other problem which represents 10% of the sample and the last one is competition and jealousy between staff which represents 7% of the total sample. 41% indicated no problems.

In Section Two of this thesis it is shown that Maslow's hierarchy of needs have indicated the physical and psychological needs of the workers as work satisfaction so the complaints of the workers and absence and requests for leave could be due to the lack of the administration's fulfilment for the satisfaction of workers' needs, because as has been indicated in Section Two of the thesis the manager does not work alone, but with his colleagues, staff, and employers, in addition to his public environment to reach the desired aim of the organisation. So the problem of weakness in personal relationship appeared firstly among women administrators and their education officers, and secondly among women administrators and their employees. The absence of good human relations between women administrators and their staff could be the result of the absence of any effective personal relationship between the women administrators and their educational officer, or it could be ignorance of psychological needs of the individuals as a result of

their own autocratic administration.

Further questions about problems in communication

Since the aim of doing this research is to find out whether there are any problems relating to communication among Saudi women administration, trying to find some suggestions which could lead us to a way in which to improve communication to achieve an effective management, the following interview question (identified on page 332 and followed by Table 8a and b) which was about problems in communication, so that the administrators could identify the types of problem they have within their organisations an interview question was asked as follows:

- "If you are facing some communication problems within your organisation, what kind of communication problems are you having?"
- a - with your staff?
- b - with your education officer?

The answers given for this question were various because they depend on the nature of each group work of administrators. Therefore the answers were grouped according to the work position of administrators and also to the similarity of answers. Tables 9a and 9b which are shown on the following pages, will clarify the answers given.

Table 9a - Problem between administrators (women) and
their staff

<u>No. Group 1 - Supervisors</u>	
2	Location of school. Some of them are located far away in the desert and have no telephone. Also transportation is difficult to find. Communication only occurs during our visit to school, which is not sufficient.
1	Differentiation of points of view and negative reaction from some teachers.
<u>No. Group 2 - Head of educational supervision office</u>	
3	No problems
1	Always complain about location of the school they have to visit.
<u>No. Group 3 - Deans</u>	
1	No problems.
1	No participation in college activities, some of them have never been volunteers in any activities.
1	Constant complaints about slow working, failure to comply with schedules for attending and taking action.
<u>No. Group 4 - Employees Affairs</u>	
3	No problems.
<u>No. Group 5 - Head of academic dept.</u>	
2	No problems.
1	Some staff are not punctual during designated working hours.
<u>No. Group 6 - College Registrar</u>	
1	No problems
1	The dependence of the workers on the registrar. Any mistake made is referred to the registrar and direct involvement with responsibility is avoided.
<u>No. Group 7 - School Principal</u>	
4	No problems.
2	Sudden absence of some teachers.
2	No friendly atmosphere amongst staff.
1	No participation in school activity, no creativity at all.
27	

From Table 9a we have found that about 52% of the sample do not report any problem with their staff, that tells us the satisfaction of the women administrators about their staff, but not the staff with the women administrators since they were not included within the interviewed group. There are three possibilities for these groups' answers who have no problem with their staff. First the work environment could be friendly and the work is going smoothly, secondly, women administrators could be autocratic so the staff avoid complaints or criticism so they may avoid trouble. Thirdly, because all of the staff who create no problem by face to face meeting, it could be no problem of communication. Since they meet each other without any barriers. 11% of the administrators have indicated the complaint of their staff about the school location which they visit. This problem cannot be considered as a staff problem, but it is an administrative problem, because staff cannot do anything about the location of schools. The central administration (men) in the General Presidency of Girls' Education Department may solve the problems by installing telephones and improving transportation. The problems of some staff who do not comply with rules on attendance, would have to be dealt with individually, as the nature of the problem could be their children, transportation or a reaction from relations between those making constant complaints about non-attendance and some colleagues or the administrator herself.

Since Table 9a of the interview question which has been discussed on pages 342 and 343, Table 9b, which shows whether the Saudi women administrators have any problem with their staff or not, part-b of the interview question about the administrators' problems with their education officer will indicate the answers as follows:

Table 9b Problem between administrators (women) and the education officer

No. Group 1 - Supervisors

- 2 No problems.
- 1 Not friendly in discussion.

No. Group 2 - Head of Educational Supervision Office

- 1 Always insisting that his opinion is right and giving solutions and decisions without giving the chance to voice an opinion.
- 2 Slow to reply to our needs. Gives his opinion and forces us to accept it.
- 1 His words differ from his actions.

No. Group 3 - Deans

- 1 Giving orders, no time for negotiation.
- 1 His sayings differ from his actions. Decisions always made individually by him.
- 1 Always says yes, it will be, your idea will be taken into consideration, but result always nothing.

No. Group 4 - Employees Affairs

- 2 No problems.
- 1 Since correspondence concerning the needs of the employees must be sent to the General Presidency via the Deans office, paperwork takes a long time because of bureaucracy in the system of administration.

No. Group 5 - Head of Academic Dept.

- 2 No problems.
- 1 Dean does not have time to meet us very often to discuss problems which affect our work and cause delays.

No. Group 6 - College Registrar

- 1 No problems
- 1 Always giving orders, no discussion is allowed, very autocratic.

No. Group 7 - School Principal

- 3 No problems.
- 2 Since we could meet the education officer (supervisor) as she is female, no problems appear, but when we call the men from the General Presidency we cannot discuss with them, give very rough answers.
- 2 We write our needs but there is no reply.
- 2 Talking to us by orders, instead of friendly negotiation.

From Table 9b we can see that the biggest problem is the isolation between men and women, since communication is done only by telephone, and writing, it is hard for the receiver to understand exactly what the sender wants without discussion. According to Section Two of this thesis about motivation, the person who is given psychological concern will receive the message of communication in a positive way, since he is motivated in receiving it. So fulfilling the needs of confirming his identity and expressing his complaints and point of view may give positive results of communication. According to what has been said in Section Two, of the thesis, Chapter 10 discussed meetings and Committees as the best way of communication. Simon said "The best way of communication may be to hold meetings in which all people related to the decision are called to sit together and to discuss ideas and suggestions. Meetings provide members with a chance to transfer information and ideas and to achieve understanding of each other at the time of decision-making, because decisions will not be taken until they all agree."

Table 9b shows us that about 26% of the interviewed sample have indicated problems in communication with the education officer. We can notice that the 26% of the sample who are facing communication problems with their

education officer are all communicated with (men) directly, because all of them are directed by men, so 100% of the administrators who are directed by men directly are having problems in communication. 37% of the interviewed administrators who are directed by women have indicated no problems, since part A of Table 9 showed us that 52% of the interviewed administrators, school supervisors, school principals, teachers, assistant dean, registrar, college and school administrators, head of academic department, indicated no problems with these staff.

We can understand that the women who work under supervision of women and directed by them have less problems than women administrators directed by men directly. That shows the face to face meetings between women do a better communication than that between men and women who are separated and communicate through writing and telephone calls. Back to Table 9b one administrator who represents about 4% of the interviewed administrators rests her complaint on the higher administration (men) because of the bureaucracy in the system of administration, although she belongs to the group of administrators who are under women's control. So she suggests that higher administration (men) affect the women workers either directly when the women administrators are directly under men's control or indirectly when the women administrators are under women's control, because of the bureaucracy which followed in system of Saudi administration.

To expand the information given by the question sample, about communication problems, the following interview question was asked.

"Do you have any communication problems with the General Presidency or Education Office (male)? What sort of problems?"

The answers for the interview question were grouped according to the similarity of each person's answer. Table 10 will show us the answers given by the administrators.

Table 10 Problems that women administrators face with
the General Presidency or Education Office (male)

<u>Number</u>	<u>Group 1 - No Problems Reported -</u> <u>(59% of the interview sample)</u>
16	No problems.
	<u>Group 2 - Some Problems Reported -</u> <u>(33% of the interview sample)</u>
2	Yes, the men are very strict or they are very conservative, so they consider women only as implementors, translators of their ideas.
1	Yes, slow in answering some letters which need quick decision.
3	Yes, no appreciation of our work, no thank you letters or appreciation reports.
1	Yes, no time given to us for discussion by telephone, they have too much work and this means we cannot contact them often. Also we have no authority to make decisions. This affects work and causes delay.
1	Yes, communication is very limited with no negotiation or discussion taking place. The General Presidency answers only yes or no.
1	Yes, the decisions they make cannot be negotiated whatever their weaknesses are, also the incentive rewards are given by them to the women although the closest person to the workers (women) are their administrators (women).
	<u>Group 3 - No Answer given -</u> <u>(8% of the interview sample)</u>
2	No answers given.
27	

We have noticed from the answers given in Table 10, that 59% of the total number do not have any problem with the General Presidency, so they are satisfied with their work. There are three probable explanations for their answers. Firstly, they have had long experience in their work with men, so they have got used to the existing way of communication. Secondly, they have felt insecure in truthfully expressing their complaints. Thirdly, they are in good shape and have no problem. These administrators who represent 33% of the total number of the sample seem to have communication problems. 8% did not reply to this question without indicating a clear reason. We cannot say that either the male administration is at fault in treating them or they might have a weak administration. No problems described are one-sided. We need to discuss these problems with the other side, the male administrators, but interviewing men administrators will be a difficult job to do by a woman (the researcher) because of the separation between men and women which is unacceptable work officially, socially and by the Islamic religious point of view as well.

The most important thing for improving communication is creating a friendly environment of communication between men and women, working for the same goals and following the same direction. When training courses in communication and decision-making are given to men as well as women administrators, the problems will be less than they are now and could disappear when they both

build a team of administrators and use it as a creative profession, then men and women must understand that they are working for the same organisation and are engaged in one single task with a single objective.

Since about half of the total number of the administrators have communication problems, there must be some reasons why. To find out these questions, we must know if the division of males and females affects communication, because, for example, it could be possible that the telephone communication does not satisfy the aims in many cases as well as the written method of communication.

Therefore, if we found out that the division between men and women is due to one of these reasons, we may come to a conclusion which might be useful for improving communication and decision-making among women administrators. If not, we must search for other reasons. The following interview question is designed to investigate whether the division between males and females affects communication.

"Does the division of males and females affect communication between schools and the General Presidency? If yes, how?"

The answers for this interview question were grouped as indicated in Table 11.

Table 11 The Effect of the Division of Males and Females on Communication

<u>Number</u>	<u>Reasons</u>
	<u>Group 1 - (41% of Interview Sample) No, the division of males and females does not affect communication</u>
1	Because each sex group is working in its community, so no one bothers the other or interrupts him.
6	We are used to that, so it is nothing strange.
4	Since we were children we were conditioned to this division in every situation because our country respects the Islamic law which is part of our life.
	<u>Group 2 - (48% of Interview Sample) Yes, the division of males and females affects communication</u>
5	Men dominate and control everything. They look at women as if they still need improvement whatever the level of education they have had. They think women cannot understand any situation like they do, even if the women have a higher level of education, they still look upon her as inferior. This is because the society still gives high prestige to men rather than women because the Holy Quran says "Women must be controlled by men."
3	Communication must be face-to-face to solve many problems as fast as possible.
1	Because men cannot evaluate women who are directed by them, so when they evaluate their work without meeting and discussing, the result will be unfair and unjust.
4	Because we have noticed that administrators directed by women are more successful than those who are directed by men. This is because there is no direct contact, so the isolation of women from men can affect communication.
	<u>Group 3 - (11% of Interview Sample) Don't know and No Answers were Given</u>
2	Don't know.
1	No answer given
27	

From the answers given, we have noticed that 41% of the total sample do not see any problem of communication with the division of both sexes. This is because : firstly, they could be directed by women administrators, so they do not feel the difficulties of division of male and female directly. Secondly, they get used to that division and feel that women must have their isolated society as a part of their life and thirdly, girls in Saudi Arabia are conditioned from childhood, that men must control them and they must obey and accept orders from any man who is a member of the family, especially the father, older brothers, grandfather, uncles, etc., so there is a high respect of men as directors, powers, protectors, therefore it is nothing new or strange for her concerning the division in the General Presidency. Finally, 41% of the administrators thought the division does not have an effect because they might have long experience with the General Presidency, so they are accustomed to the way it works and the communication which exists. The highest percentage, 48% of the administrators, have agreed that division could affect communication in many ways because face-to-face communication could solve lots of problems and may help to make quick and effective decisions. So division between males and females does cause interruption and misunderstanding in administration.

How much do men administrators react to women administrators?

Although the communication between women administrators and (men) in higher administration is done by telephone and writing, and closed circuit TV sometimes, but not face-to-face meeting, there must be reaction to the women's telephone calls or their official letters, whether that was positive or negative reaction, so the following interview question was put to the sample to figure out how the men in central administration react to their organisation's needs. The answers for the following question may lead us to find out the effectiveness of the method of communication used within women's administration, the interview question was:

"How do men who are involved in central administration react to your organisation's needs?"

For this interview question, the answers were grouped again by summarising similar answers in one group and have been clarified in the following table.

Table 12 The Reactions of Male Administrators to Girls' Schools' Needs

Number	Reasons
<u>Group 1 - (41% of the Interview Sample)</u>	
<u>Positive reaction of male administrators to girls' school's needs</u>	
2	They always give positive reactions and never say no, since they have the ability to supply our needs.
1	They have positive reactions but are very slow to supply our needs.
2	They do react positively but process of paperwork takes a long time to be implemented and some letters take months to be answered.
4	Always react positively. No problem at all.
<u>Group 2 - (48% of the Interview Sample)</u>	
<u>Negative reaction of male administrators to girls' school's needs</u>	
1	Most times they react negatively. Some subjects need many letters and even then the result is given as not possible.
3	Because of the difficulties of communication we have a hard time getting what we want. Their reply takes a long time.
3	The easiest answer for them is "we will study the case". After a long time and many follow-ups, the result could be negative.
3	The communication barrier prevents our ideas reaching the head administrator and also affects our creative ability to make decisions, therefore causing mistakes to be made.
3	Their reactions are very limited, they go into precise detail about trivial matters and neglect major things which are really needed.
1	The bureaucracy in administration forms a big problem to obtain our needs. Each officer transfers us to another in following up the matter. This is an obstacle.
<u>Group 3 - (11% of the Interview Sample)</u>	
<u>Don't Know</u>	
1	Don't know, everything seems to come to me automatically. I cannot say they do or do not since work is mostly routine.
2	Don't know, no comment for this question.
27	

From these answers we have noticed that 48% of the total sample give their answers with some complaints against male administrators in the General Presidency as being slow in replying, ignorant of some needs, and misunderstanding of some situations. This was caused by the difficulties in communication as men are working in isolated departments from women and responsible for supplying their organisation with every need. They are also responsible for all decision-making, the bureaucracy system which formed the Saudi administration is one of the problems which delay the men administrators replying to women's needs since every written case must be passed to many channels to be agreed or disagreed.

Since problems in communication have been indicated by the interview sample, the next questionnaire question was asked to find out whether communication between women administrators and men could be improved. The question was designed as follows:

"Do you think communication between women administrators and men in the higher educational centre could be improved? Please indicate the reason."

For this question, 37% of the sample answered this question as No, the reasons for their answers will be indicated on the following page. 16% answered don't know and 47% said yes, and they clarify their answers by:

Yes, Answered by 47% of the sample, the suggestions given are:

- 1 - Holding meetings between men and women at least every month within the frame of Islam, since realisation and awareness became common among both sexes, they will understand each other gradually.
- 2 - Responsibility must be given to qualified men who have knowledge of individuals' differences as well as management.
- 3 - Training courses must be given to men about human relations, communication and the role of women in modern society.

No, answered by 37% of the sample, the reasons given are:

- a - the centralised administration does not allow any flexibility or creativity to take place by any means.
- b - the men represent a large power in Saudi Arabia, therefore, they will always be dominating everything.
- c - the existing way now is good and doesn't have to be changed.
- d - men always insist on their ideas thoughts, opinions

and they will never change. They are the dominating power supported by government.

e - men have lots of responsibilities, therefore they cannot improve communication, because it is improved now.

f - creating a centre of information provided by specialised people to supply each organisation with needed information as fast as possible.

Don't Know, Answered by 16% of the Sample

These answers as don't know, reflect the fact that society plays a big role in giving men authority, more so than women. For a long time there has been a need for this to be changed and communication could be improved gradually following the changes in society.

Conclusion

Men and women may share authority just as they are sharing responsibility and since women are given the responsibility of holding administration, they have to be given freedom of communication just as men, by allowing enough time to discuss, their ideas and suggestions must be taken into consideration, so they feel some measure of importance. Women are complementary to men and yet, if the man still directs women and dominates even their own

work, there will be no improvement at all.

Since some administrators in the sample have suggested that training courses be given to administrators to improve communication, the next question was asked.

"Does training for administration affect the methods of communication? How?"

Table 13 Effect of Administrators' Training on the Method of Communication

Number	Reasons
	<u>Group 1 (44% of the Interview Sample) No effect of Training on method of Communication</u>
3	If the administrator took administration as her major subject there is no need for that.
1	Reading administration books could be enough of a substitute for training.
1	Because the lecturers are not qualified to bring new ideas in interesting ways.
4	It will not because training is just a vicious circle. The first people who need training are the education officers.
3	We have to learn how we can communicate with each other inside the organisation in a friendly way, which will lead us to seek for extra tuition to improve our skills.
	<u>Group 2 (37% of the Interview Sample) Yes, training Administrator affects the Method of Communication</u>
5	We need that badly, also we need lots of concentrated training courses to improve our administration.
1	It must be given for men as well as women. We are all human and no one is perfect.
3	But in a way which the General Presidency is satisfied with and thinks is effective.
1	But it must be given to the administrators by grouping them according to each group's needs by taking into consideration the subject field, years of experience and the position of each group.
	<u>Group 3 (19% of the Interview Sample) May be Training for Administrators would affect Method of Communication</u>
3	May be, when the courses given are well planned and concentrate on communication as a main subject.
1	May be, if they planned good courses and bring specialist lecturers.
1	May be, when the courses are given just for our benefit, not for getting certificates for attending such courses to get promotion in future.
27	

From the administrators' answers, we find that 44% of administrators are not satisfied with the way training courses are given. The problem which is shown from the administrators' answers is not in the way of planning for training courses, as 44% think there is no need for that. From their answers we can see that there is interest but no satisfaction. What they need are well planned training courses with the use of some interesting aids such as films, plays, speakers, etc., which would make them more interesting than if they were just given in lecture form. In addition are given reasons connected with promotion.

The following question is complementary to the previous question and deals with the training courses. From the answers given in response to the questionnaire, we have found that there is a lack of training for administrators, therefore a question was asked to find out whether training courses in communication would make an improvement or not from the point of view of the administrator, so we can evaluate the need for these courses in the light of their answers.

Training Courses in Communication

Since the communication between males and females and administrators is still done with difficulties, the following interview question has been asked to the sample

to find out whether training courses are needed to improve communication.

"Should the administrators have training courses to improve communication? How?"

The answers for this interview question were grouped into three parts, each similar answer was grouped into one, which is clarified in Table 14.

Table 14 Improvement of Training Courses in Communication

<u>Number</u>	<u>Reasons</u>
	<u>Group 1 (44% of the Interview Sample) Not in Favour of Giving Training Courses to Administrators to Improve Communication</u>
5	Communication is satisfactory
3	Unless the courses given are helpful and well planned by aiming towards communication.
2	Experience will improve communication.
2	Because communication is not the only problem we suffer from. We have to start from the Principal of Administration before communication. We need strong backgrounds in administration as a whole.
	<u>Group 2 (41% of the Interview Sample) In Favour of Giving Training Courses to Administrators to Improve Communication</u>
5	It will give an opportunity to administrators to negotiate, discuss and discover the weak points of communication between them and others and yet improve it by finding the best way which does not affect Islam negatively, i.e. to set one sex against the other.
3	It will ease the decision-making by knowing the right method of discussion.
2	Everything could be improved by up-to-date study.
1	It will improve when all administrators attend these courses and when they plan courses at a suitable time for us.
	<u>Group 3 (15% of the Interview Sample) May be the Training Courses for Administrators would Improve Communication</u>
3	May be, if the courses are given immediately with various ways of bringing new ideas, in addition, we need information centres to improve communication.
1	May be, if all administrators, men and women were obliged to continue taking such courses.
27	

From the administrators' answers, we find that the higher percentage of the sample do not think the communication courses would improve communication. That could mean that either the good relations between those who represent 19% of the total number of the sample and their education officer, because they said (first 5 in group 1 from Table 14) the communication is satisfactory (all of them are directed by women administrators) or they need training courses in every subject in administration and that means those that have not had administration as their subject field of study. Some of them think that experience will be sufficient for improving communication but there are many complaints regarding the way training courses are given. They must be well planned and administrators must be grouped according to each groups' needs by taking into consideration the academic qualification, years of experience, personal work reports, to find out the weakness of each administrator. Training courses must be given during the working hours to encourage administrators to attend these courses, because during holidays, evenings or leisure time, this will discourage them to go because of family responsibilities etc., so the time is a very important consideration.

To know how much the training of administrators affects the method of communication the previous question was designed to find out how much each administrator is interested in taking a training course, as well as the effectiveness of training courses and their way of giving

these courses. Training courses in communication are important to direct the administrators in many different subjects in administration. From Section Two of this thesis, (Theory of Effective Management), Simon's theory indicated the necessity of administration training which must be given to the administration which support him by the knowledge and skills that help him in analysing problems in administration in addition to the gathering of information as well as advice. Next interview question will tell us if the method of exchanging information exists between Saudi administration or not.

"Does the method of exchanging information exist among the Saudi women's administration?"

Although meetings between men and women in Saudi Arabia being forbidden for religious reasons, which was discussed earlier in both the Chapters on Women's Education in Saudi Arabia and Women in Islam, the above question was designed to find out how communication is made between female administrators and the men in the General Presidency, to find out whether it is satisfactory or not by the administrators' reply. The creation of an information centre was suggested by 11% of the interviewed sample as a method to improve communication. This led us to ask the following question about the exchange of information to find out the method of gathering information between one organisation and another.

"Do you exchange information between your organisation and others? If yes, what kind of information?"

The answers given for this interview question were:

"No exchange of information at all because the centralisation of all information comes from the General Presidency for Girls' Education in written form, so there is no need for exchanging any information as the form of education has been decided and agreed upon." This answer was given by 89% of the interviewed sample. 11% of the interviewed sample said there is an exchange of information between colleges themselves and between other universities which are not under the control of the General Presidency. We exchange staff, books, do some activities between our Students and students from other universities by educational contests and seminars for women and shared lectures. For 89% of the interviewed women administrators who have said No, exchanging information between their organisation and others, since the information given to them is united, it seemed a very high percentage of the administrators who do not exchange information which shows a weakness of the Saudi women administration which acts in one drawn line without any flexibility or creativity since 89% of administrators follow the same information that is given to them by the General Presidency for girls' Education.

That indicated the lack of communication, since communication has been defined in Section Two of this

thesis as "exchanging information", communication is transferring ideas, opinions, and information.¹ "Communication included besides exchanging information, exchanging feelings and advice".² Communication deals with the exchange of information, ideas, and thoughts, and that does not exist within 89% of women administration, we can tell that Saudi women administration follows an inflexible formal way of communication which isolates women administration from other organisations and prevents renewal ideas and flexibility through sharing information with women in similar jobs.

From the information given by the sample in about methods of communication used in women's administration in Saudi Arabia and problems of communications we have found a negative relationship between male and female administrators while there is a more positive relationship between female administrators and their staff. We can now move on to the next chapter which talks about authority and decision-making to find out if the authority and responsibility of the Saudi women administrators are equal or not.

-
1. Hamza and Khalil, R. Administrative Behaviour, Cairo, 1978
 2. Allaky M. The Management, Riyadh, Tuhama, 1981

CHAPTER FIFTEEN

Authority and Decision-Making

In Section Two of this thesis - Chapter 9 - it was said that the theories of effective management insisted on equality between authority and responsibility. Simon (1951) has brought up the idea of equality between authority and responsibility and giving the authority to the people who are accepting responsibilities. Barnard (1938) emphasised the importance of equalising authority, they both must be in balance, and responsibility as the person's motivation is affected by understanding the limitation of his responsibilities. From these facts and from other facts indicated earlier in Section One of this thesis that decisions in Saudi Arabia are made by the person with the highest authority. The system of administration is highly bureaucratic. For example girls' college is not allowed to communicate with any official organisation (libraries, universities, ministries), even if the communication entails the department requiring the information to write a detailed letter to the Dean, who sends it with a covering letter to the Assistant President or General Director, who in turn, writes a letter to the Ministry requesting its co-operation. The Ministry's reply is then sent to the Assistant President or General Director, who sends it to the college requiring the information.¹ Therefore the authority of decision-

1. Al-Bassam, Research report, Higher Education for women in Saudi Arabia. Int, J. Educational Development, Vol. 4 No 3 p.255-258.1984

making is given to the men with a high position in the General Presidency.

In the next questionnaire question, indicated below, we would like to find out whether the authority and responsibility of women administrators are equal or not, to know who is the person who makes the decisions and for which level and also what the female administrators' role is in decision-making.

- "Is your authority equal to your responsibility within your organisation?"

For this question, 37% (26 administrators) answered yes, and they have explained how by saying yes "we could make decisions by following the exact directions which are given to us from the education officer".

This answer shows that there is still no equality between authority and responsibility because administrators still do not have the authority to make decisions unless they refer to the education officer to get permission for making daily decisions.

60% (42 administrators) have answered this question with No, because they think they cannot make any decisions, even daily ones, without referring to the education officer for his own decision whatever the case is, so there is no democracy taking place.

3% (2 administrators) answered "don't know" as their answer without indicating the reasons.

We have noticed from Section Two about Theories of Effective Management that responsibility means the indication of specific work which is given to the workers and which they are asked to do. Authority means the right which is given to the person to give his/her orders, information, directions, etc., to his followers. Simon's theory brought up the idea of equality between authority and responsibility. Barnard's theory emphasises that authority and responsibility should be equal also, because authority will be given to those who can accept responsibilities. Therefore it is not fair for responsibility to be give to a person without giving equal authority, otherwise why should he/she ask for that which is not his/her duty? More than half of the female administrators from the sample do not have equal authority and responsibility in their job. The reason for this could be autocracy in the higher administration or lack of qualified female administrators.

Authority and responsibility are equal elements required for an effective management.

Which decision-making method do Saudi women administrators use?

Theories of Effective Management in section two, (as well as table M at the end of the thesis) ,

indicated two methods of decision-making, quantitative and

non-quantitative techniques. The following questionnaire question will clarify the method used among Saudi women administrations in decision-making.

- "When making a management decision, do you follow a scientific method, such as specifying goals, analysing problems, putting substitutes and testing the results etc."?

Table 15. Scientific Method followed by Saudi women administrators on decision-making:

Answer	Number	%	Reasons
Yes	21	30	Good way to lead for a satisfactory decision which has no mistakes.
No	18	26	Haven't heard about this method at all
No	19	27	Our decisions are daily and routine therefore there is no need for this method. In addition, we have never been taught this method or even heard about it.
Don't know	12	17	(5) We write our decisions automatically without thinking of the method being used. We don't have the authority to make a big decision which needs such a method. (7) No reasons given
	70	100	

From the answers of the question indicated in Table 14 we have noticed that 55% of the women administrators have had no background in administration as a science, and no great importance has been indicated in the field of administration, 30% are using. 17% have said that they don't know whether they use the scientific method or not but they have insisted that they have no authority to make big decisions. It is a reasonable excuse for not using the scientific method since they do not make any decisions except daily ones. 30% said they do not use the scientific method for making-decisions.

According to Section Two of this thesis, on effective management, the quantitative technique and the practical technique have been discussed as a decision-making technique, the practical technique is decision-making by way of personal opinion and subjective evaluation. The leader in this case gives his decisions according to his background and past experiences, this technique of decision-making is considered as controversial because it does not depend on a scientific method. The use of this method by the leader depends on the human attitudes and on feelings of people. From Table 15 we can conclude that the decision-making which is used by Saudi women administration is the practical technique which may lead to the opposite of what is required from the decision after its implementation. For the 30% of the administrators in Table 15 who follow the scientific method, we can say they follow the quantitative technique of decision-

making, this technique of decision-making relates to limiting the ways that lead to reaching the designed results or goals. The quantitative technique depends on mathematical methods that help the manager to be logical in making decisions. Quantitative techniques are the mathematical implementation for the scientific method of solving management problems through mathematical measures for reaching the best methods suitable for the required goals.

As a conclusion we can say that the questionnaire sample of Saudi women administrators follows the two decision-making techniques: first the practical technique which is followed by more than 50% of the Saudi women administrators, and second the quantitative technique which is followed by 30% of the Saudi women administrators. To raise the percentage of administrators, women who use the scientific method in making decisions. They need training courses in scientific decision-making techniques. The scientific method gives the manager a kind of self-trust which makes her satisfied with her decision, so the scientific method increases the ability of the manager to make final decisions.

The Level of Decision-making among Saudi administration

Section Two of this thesis outlined Simons' (1951) point of view that it is important for every individual worker to be involved in decision-making, Simon emphasises

that no administrative decision can be made in any organisation in a way which is isolated from the influence of any individuals. So, from these facts about involving individual workers in decision-making as well as avoiding making individual decisions, in isolated way from the influence of many individuals, we would like to know the level of decision-making that each administration (female) has within her responsibilities and authority as well. That is to find out through the questionnaire whether there is any discrimination between the authority and responsibility of each administrator and how far she can go in her decision-making, is she working as implementor only or can she make some decisions herself. All types of administrators in the sample have been asked this following question since everyone of the sample has her own employees and is responsible for their work even the translator and counsellor. Since they are administrators they have their employees such as assistant secretaries.

The following questionnaire question has been divided into two parts. The first part includes three choices which are:-

- a. I have authority to make the final decision.
- b. I must refer to my leader.
- c. I must refer to my staff.

These three choices are followed by nine different kinds of decision-making levels which are indicated in the questionnaire. Each administrator pointed out the

level of decision-making she has in the following areas 1-9

These levels are:-

1. Hiring and firing staff.
2. Planning school budget.
3. Planning PTA.
4. Changing the curriculum by adding or eliminating the subject.
5. Limiting the number of new students within your organisation.
6. Payment of a reward for selected staff.
7. Employees' leave of absence.
8. Scheduling for final examinations.
9. Others.

The answers to these questions are clarified in Table W (listed at the end of this thesis)

From Table W, it seems that all decisions are made by the higher authority whatever the case is. 46 Administrators (66%) chose level No 7 which is "Employees leave of absence" as the level which they have authority to make a decision, but even for that level, 28 (40%) have no authority to make a decision about it, but refer to their leader. The rest who represent 25% indicated that they have authority to make final decisions, which is probably due to their interpretation of the indicated question above. When 28% said they have authority to make decisions about employees' leave of absence and some (4%) have

chosen (limiting the number of new students within your organisation). In addition to Employees leave of absence in the table above, they probably have the authority of limiting the number of new students within their schools, could have a democratic leader who gives them some authority. The education officer is not one for all administrators, as the table shows. Most of these administrators who chose (limiting the number of new students) and (Employees' leave of absence) said they have the authority to make decisions, are controlled by female administrators as shown in Table W. There are 18 administrators altogether who represent 26% of the total sample. 4 of them are School Principals who are controlled by supervisors (female), 4 administrators who are controlled by women and 9 supervisors, 7 of whom are women supervisors who are controlled by men. Therefore 22% of the 26% who said they have the authority to make decisions about No 7 and 5 which are: limitation of the number of students within your school as employees, leave of absence are controlled by women, which means that women's administration has a kind of democracy. Also the effect of direct communication could be a reason for that case. There is another probability which is the female leaders who give some authority to their employees, could be administrators who have training courses in administration or they have taken administration as their major subject.

If we go back to Table W, we will see that 19% of the administrators have indicated they have no authority

in making decisions. They have to refer to the education officer for any decision to be made. Employees' give their opinions and suggestions, but were not allowed to make any decision.

6% of the administrators have chosen level 3, which is "planning for P.T.A.", and said " I must refer to my staff". They are all School Principals (according to information given in Table W) since the planning for P.T.A. is not the responsibility of the School Principal (as will be shown in later questions and discussions). The School Principal may mean the planning for a P.T.A. meeting day programme and organising for that day, but not the original planning.

The level of administrators' role in Decision-making

The following questionnaire question has been designed to find out the levels of the administrators' role in making internal decisions and to know the size of their authority within their organisation. The involvement of women administrators in making decisions. This may lead us to find out:-

1. Type of higher administration, democratic/autocratic.
2. Extent of authority given to the female administrator.
3. The role of female administrators in making internal decisions.
4. The extent of mutual understanding in the exchange of

opinions between men and women.

5. Existence of democracy by the group opinions into consideration before making decisions.

Since the responsibility for student development and achievement is considered to belong to the School Administrators, it is important to know who decides on student numbers within the school.

So the following questionnaire was asked

- "If you wanted to limit the number of new students in your school for some reason such as the lack of teaching staff, what is your role"?
- a. You have the authority to make the final decision yourself.
- b. You give your primary decision to your leader and he makes the decision.
- c. You don't have the authority to make such a decision at all, but your responsibility is implementation and following decision-making.
- d. Your opinion will be called for before your leader makes a decision.
- e. Your opinion will be called for after making a decision.
- f. You take the staff's opinions inside your organisation and then you make the decision in the light of that.

Note: If your answer is (d) is it taken into consideration?

If your answer is (c) what do you think the reason is?

- a - Always because
- b - Sometimes because
- c - Never because

The answers given for these questions are provided in Table X (listed at the back of this thesis).

From Table X we have reached the conclusion that democracy in decision-making is not taking place in girls' schools. We cannot say amongst male administrators only, but among women administrators as well.

The highest percentage of the sample who have chosen statement (b) was 76% which means the final decision is always made by the education officer. No authority in making decisions is given to any administrators, except two administrators representing 3% of the sample. These two administrators are: Translators and college administrators (librarians or typist), who do not deal with the decisions of limiting the number of the students because of the nature of the work.

On the other hand, they have not told us if the number of students which they limit will be fixed or will be changed by the education officer.

Since the administrators indicated in the sample are not 100% qualified academically in the field of administra-

tion as we found from Table T and Table 2, we designed the following questionnaire question to find out how each administrator makes her decision and if there is any lack of ability in making that decision.

To find out how the female administrator goes in making decisions, the following question from the questionnaire was asked to find out the role of the female administrator in making internal decisions, since the limitation of the number of new students is considered an important part of her job, as she is the nearest person who knows the situation of her school in this case.

- "If you have the authority to make a decision yourself, for any topic in your organisation, such as ordering new equipment for your school or your departments, what do you base your personal decision on?"

- a. Past experience.
- b. Exact working of the school rules and regulations.
- c. Opinions of colleagues who have past experience of the subject under decision.
- d. Discussing your decision with your leader to get his primary agreement before making the final decision.
- e. Call your employees for meeting to listen to their points of view.
- f. Other ways.

Table 16. - The Personal decision of Women administrators,
What is it based on?

Number	Statement	Reason
32	a	Personal experience could help to specify the real needs for work. Also it is almost the only knowledge we have got about management, so it is right to use it as a background.
7	b	To avoid making mistakes.
1	b	To avoid making mistakes, although our school regulations and laws have many mistakes and weaknesses but we have to accept them without any complaints.
2	a,b	To avoid mistakes.
10	a,c	The situations in schools are always alike, literal applications of school rules and regulations is what we have been asked to do, as this is what the education officer wants.
8	a,b,c	To avoid mistakes, also take benefit of colleagues ideas and experience.
2	b,c,e	Listen to the employees' ideas, is important to remember some ideas which could be forgotten in our own minds.
5	a,b,c,e	Our work is implementation, so we have to follow all these things.
3	d	The final decision is his decision, so to make us happy, we should tell our education officer about our decision to get his permission, so he will not blame us after making the decision without telling him.
70		

We have found from Table 16 that the majority of women administrators base their decisions on past experience. According to Section Two of this thesis an effective management administrator uses their past experience to reach decisions but there are some weaknesses in this method, such as probability of difference between past problems and the new problems, so there is a risk to the administrators who makes decisions depending only on his past experience.¹ So using the past experience about similar situation of the problem, in addition to gathering enough information about the problem may lead the manager to get the right decision.

Only 10% of the total sample take staff's opinions and ideas as a part of decision-making. The reason for that could be the ability of the staff themselves. They might not have the worthy contribution or they might not be qualified to give their ideas, or they could be busy to supply the others with information, because of lack of speciality, experience or co-operation. However this may also indicate a weakness in the style of decision-making used by the women administrators, reflecting the style of decision-making which they experience from their education officers.

1. P. Lawrence and J. Lorsch. Organisation and Environment, Cambridge. Harvard University, 1969.

Daily decisions and their difficulties

To find out whether the administrators have any difficulties or not, we designed the next questionnaire question to find out what kind of difficulties the administrators have, and try to suggest some solution for these difficulties if there are any.

"Do you have any difficulties in making daily decisions?"

Yes, because

No, because

Don't know

The answers for the above questionnaire were as follows:-

Table 17 Difficulties among Saudi women administrators
in Making Decisions

Answer	No. of Admin.		Reasons	
Yes	19	27%	(8)	We need to explain the subject to the education officer who is sometimes not available at his office, or being so busy which delays the work.
			(5)	We have to implement the regulation without flexibility because otherwise we might make a mistake.
			(4)	No reasons were indicated.
			(2)	Information which is given by different departments in the organisation may have mistakes or lack of correct information.
No	42	60%	(2)	The decisions are repetitive and routine which do not need thought.
			(18)	We have experience about all daily decisions.
			(12)	No reasons indicated.
Don't know	9	13%	(2)	Difficulties exist amongst all aspects of work. Nothing comes easily so we cannot say there are difficulties in particular subjects.
			(7)	No reasons indicated.
	70	100		

Because of centralisation, the education officer is always busy. No one can replace him, therefore decisions take a long time to be made. If the authority was given to lower level administrators, the production would be higher because delay of decisions will affect the production. For instance, if a decision concerning allowing an

engineer to check a piece of machinery which is not working is not made, then this will affect and delay work in the school and production will be affected. 60% of the administrators said they don't have any difficulties in making daily decisions which could tell us that administrators (women) could take the responsibility for making decisions without any problems. 27% said they do have difficulties because the education officer is busy and they have to explain to him/her the situation before making a decision, which could tell us that these administrators have no authority in making even daily decisions. This group could be untrained administrators who do not have proficiency in making decisions to avoid mistakes.

Conclusion:

From Table 17, we can conclude this section by saying decisions are centralised. Women have no authority to make decisions, not because they are women, but because of centralisation. In addition, most of the administrators of the sample are not academically qualified to be administrators. What we suggest is trying to move from centralisation towards non-centralisation and give concentrated training courses to the women trying to improve their work.

CHAPTER SIXTEEN

Work Evaluation

Earlier in Chapters 14 and 15 we found that there are some problems and difficulties existing amongst women administrators, such as a lack of flexibility from the highest administration, difficulties in communication, autocracy, negativity, inequality between authority and responsibility and no appreciation given for work activities. This chapter explains questions designed specifically for interviews with women administrators, to find out some information about work evaluation, how it is done and by whom. This information will help us to find out whether work evaluation is used as a method to correct weaknesses in workers and reinforcing the strong points of their work as well as fairness in evaluation and the suggestions given by women administrators to improve this area, if improvement is needed.

From Section Two of this thesis about affective management, the idea of psychological needs of the worker has been discussed through Maslow's Hierarchy of Needs as:

1. Basic Psychological needs.
2. Needs for safety and confidence.
3. Needs for belonging and social activities,
4. Needs for appreciation and status.
5. Needs for self-realisation.

For these needs, motivation which could be aided

through work evaluation to fulfil all needs in Maslows' hierarchy. Motivation is a hidden feeling inside the individual which creates the desire to act or behave in such a way so as to reach specific goals - Hiring opportunities, self-improvement payments and salaries, self-respect, respect for others, appreciation of leaders, social relations and work circumstances. The manager who fulfils these needs may be more effective in his decision-making because he follows a democratic way of decision-making.¹ All these needs could be fulfilled through the work evaluation, so, to start gathering information about work evaluation, we would like to know how does the woman administrator evaluate her individual employee's work by asking the following interview question:-

- "How do you evaluate individual teachers or employee's work?".

The answers to this question were grouped according to work position of each administrator, as well as to the similarity of answers given.

Table 18 - The way of evaluating individual employees among Saudi wome administration.

No.	Way of Evaluating followed
<u>Group 1. - School Supervisors - (11% of interviewed sample)</u>	
1	By visiting teachers in the classroom, considering their creativity and treatment of each individual student.
2	By visiting teachers in the classroom, writing reports after each visit concentrating on the way of writing the lesson plan.
<u>Group 2.- Deans, College Registrars, Employment Affairs Administrators, Chairwomen, Head of Department of Supervision Office. - (56% of the interviewed sample)</u>	
6	All employees are evaluated on written forms which come from the General Presidency. All heads of department must evaluate her department's members, then these forms are sent to us to read and to add our own comments, if any. We are responsible for filling the forms of evaluation for all head of department workers. In each form, we must indicate three weak points and three strong points, but it is still a routine method of evaluation.
4	By following the workers' activities, participation in all activities, their relationship with colleagues, with their Education Officer, punctuality, then evaluate them by following their improvement and achievements, their ability to co-operate. We do that by written forms to be filled in and sent to the General Presidency but we also recommend the members who deserve incentive rewards.
5	It is done in a very routine way, by filling written forms and sending them to the General Presidency. All employees are treated equally in these evaluation reports because there is no system. We write the reports in the way we think suitable. The fact that there is only one form restricts us in our evaluation.
<u>Group 3. - School Principals - (33% of the interviewed sample)</u>	
3	By notifying their punctual participation in all school activities. We used to evaluate teachers by asking them to fill in a form which is sent to us by the General Presidency of Girls' Education. This form is divided into areas such as: Personality of teacher, her adherence to Islamic customs and traditions, her treatment of students, her relation with her Education Officer and colleagues, her abilities of teaching etc., each statement should be given certain points.

(continued)

Table 18 (cont.)

No.	Way of Evaluating followed
2	We evaluated the teachers by written forms which come from the General Presidency, but in addition we make some visits to the teachers in the classrooms to see their ability of teaching and treatment of students. We give the active teachers some letters of thanks and include them with the evaluation forms.
4	By filling in the special forms which come from the General Presidency, it is always routine work since the method of forms is similar, therefore evaluation for almost all teachers is the same whether they are active or not. Almost all teachers have got the same points which average between excellent and very good as we don't want to hurt anyone's future.
27	

From Table 18 we have noticed that the evaluation of the workers is done in a way presented by the General Presidency using a written form which has to be completed and sent back to them. It is not the responsibility of women administrators who direct these workers. The evaluation method is done as a routine, without taking into consideration the effective and ineffective elements.

The weakness of evaluating staff seemed to begin with the way of designing the evaluation forms, each department may design a special evaluation form which is tailored to its needs and abilities. Because each department is different from others in its nature, progress, activities and needs. The designer of evaluation forms could be suggested by the members of department according to their needs as well as to the needs of the department itself. For example, evaluating the computer system of the Maths department may not be useful for Islamic study department.

After we have found out how the female administrator evaluates her employees' work to complete the information given about evaluation. We would like to find out who evaluates the female administrator's work and by which method to see if she follows the same method. The following interview question will lead us to the method used in evaluating women administrators' work.

- "Who evaluates your work, and How?"

The answers given for this interview question were almost the same as each other. All the interviewed administrators answered this question as : "Our Education Officer, by writing a report which is kept secret." The administration which is directed by women administrators are evaluated by these women, but the administrators who are directed by Male Education Officers, such as Deans, Head of Department Administrators of Supervisions' Office, are evaluated by their male Education Officers.

For the work evaluation, there must be some reaction from the women workers who indicated the method used in evaluating them as well as the person who evaluates them, the following interview question will lead us to find out about the women administrators' reaction and their satisfaction with that technique, whether it fulfils their psychological needs or not, the interview question was designed as:

- "Are you satisfied with the method of evaluation of your work?"

The answers were grouped into two groups, one for positive answers, the second for negative answers.

Table 19. Administrator Women's satisfaction with Evaluation Method followed by her Education Officer

No.	Reasons
<u>Group 1 (37% of the Interview Sample) Satisfied with the Evaluation Method</u>	
6	Whatever the Education Officers says, we are happy with that because he/she will never hurt us
2	Our Education Officer is very friendly and understands as well. She always treats us as her best friends and gives us good advice and direction.
2	Since our Education Officer is satisfied with what he/she is doing, we are positively satisfied
<u>Group 2 (63% of the Interview Sample) not Satisfied with the Evaluation Method</u>	
5	Never, until we have the authority to at least read those reports to understand ourselves.
2	Because there is no justice in the method used. Reports are written without any participation from us, we used self-evaluation.
4	Because it is always kept secret, so we cannot discover our weaknesses, our strengths. Personal relationships play a great role in writing the personal reports which is not fair.
3	Because men who evaluate us cannot see what is going on. They cannot watch our activities and work. Also our relations with the employees and students cannot be seen.
2	Because we have notices that some workers get incentive rewards although they are not perfect at least in the colleagues relations and handling of time. So these rewards come according to the written reports about the workers. There must be something wrong.
1	Because active members and inactive ones are treated equally. We don't know what is written about us. Everything is secret and men evaluate us although we are working in a separate department.
27	

From the answers given to this question we find that 37% are satisfied with the evaluation method used in their organisation. this refers to the good relationships between the administrators and his/her workers. 7% of Group 1 are administrators who may be directed by men , which is clearly shown in their answers. the others who represent 30% of the total of Group 1 are those who may be directed by women , which is also clearly shown in their answers. Group 2 represents 63% of the total, all have complaints and are not satisfied with the method of evaluation. We can see that all personal evaluation whether written by male or female administrators are held to be invalid, because they are written unjustly, secretly , evaluating women by men (for women who are directed by men) although they do not meet, and the absence of any communication about the evaluation reports. No one knows her weakness or strength . The injustice of the distribution of incentive rewards which could create negative reactions to the workers.

Every workers should know her weakness to overcome it and strengths to keep her going otherwise why do they evaluated? the evaluation is put not for hiring and firing, but for correcting mistakes and strengthening the weak points. Also the reports must be written after frequent visits and a full inspection of the employees work from all aspects , including her personality and relations with the students on the one hand and with her colleagues, mothers of students and supervisors on the other.

Conclusion

Chapter Sixteen has brought up the idea of work evaluation used among women administrators, the way women's work is evaluated is affected by the means of communication. Since communication between men and women lacks face-to-face communication, 63% of the administrators of the interviewed administrators have indicated their dissatisfaction with the method used in evaluating them. They thought that the evaluation forms written about them are always kept in secret so they don't have a chance to know their weakness and strength. After we have got the information about work evaluation, and have got a general idea about the situation of women administrators inside their organisation and the relationship between the women administrators and their leaders, we will move to the next chapter (chapter seventeen) to find out the relationships between Girls' School and local community since homes and schools are complementary to each other. And to figure out the involvement of the community in planning and evaluating school policies and progress.

CHAPTER SEVENTEEN

Homes and Schools

Introduction

School public relations may be considered to be "the two-way interpretative process between the society and its instrument, the public institution. It involves far more than publicity or interpretation. It means genuine co-operation in planning and working for good schools, with the public giving as well as receiving ideas. It becomes a two-way process, a two-way flow of ideas between school and community which provides the basis for mutual understanding and effective team work. The school does not exist in a vacuum. It is a social institution - an agency by which a desirable social need may be met - and therefore is a means to an end, not the end in itself."¹

The important implications of the fundamental concept should be understood by the school administrator, so that it provides the context within which school community relations programs can be achieved. The Community must be involved in the development and the implementation of educational goals. The school administrator must know the characteristics of his community, both for a better understanding of the school's student body, and for the development of better relations with

1. Landers, T.J. and Myers, J.G. Essentials of School Management, B. Saunders Company, 1977

both school and community.

Parent-teacher co-operation is a very important part of the process by which the school takes over the responsibility of the student and builds a good relationship between the family and the school, while at the same time helping the student to be understood and to follow the course which the school and family have drawn together for him/her to follow.

The following interview questions concerning the relationship between homes and schools were designed to find out the level of participation between the two and if there is any effective role played by homes towards schools. We also wanted to find out the role of the school administrator in planning P.T.A. meetings and her opinion about that part of educational communication.

"How do you communicate with mothers of your pupils?"

For this interview question, only 33% of the total number have given an answer as we only have 9 School Principals in our interview sample. The others represent 67% of the sample and do not communicate with mothers at all because of the nature of their work.

The nine School Principals have given similar answers to this question. The P.T.A. is held once a year, but some mothers contact the school to check on

their daughter's improvement but these are very few, and they do not come very often. From the answer to this question we can conclude that the relations between homes and school is very limited. This information could lead us to find out problems in communication between schools and homes, which leads us to the next interview question.

- "Do you have any problems in communicating with mothers?"

Answers to this question were grouped according to similarity.

Four School Principals said : Yes, because of the differing educational levels between one mother and another. Most mothers do not contact schools at all and think that any problem related to their daughter is the school's responsibility. One School Principal said there are no problems at all in P.T.A. meetings. About 80% of the mothers come and it is a high percentage. They ask and give positive reactions to the school's needs and directions. Three Principals said they do have problems in communicating with mothers. Most mothers think that the P.T.A. meeting is just a party, so they bring friends, children, neighbours and they do not pay any attention to what is going on in the meeting. One said the communication with mothers is very poor. Only about 20% of mothers are present in the P.T.A. meeting. We have very often seen a mother come to school to ask about her

daughter's progress and if it does happen, they tend to be mothers of gifted and clever pupils.

From the answers we notice that stimulation by information aids to encourage mothers to contact schools is very limited, the co-operation between schools and homes is limited. The level of education of mothers and the location of the school, can affect the communication between mothers and schools. We notice from the answers given that one Principal said that there were about 80% of mothers present in the P.T.A. meeting while the other one said there were about 20% of mothers attending. This shows the difference from one school administration to another, the effectiveness of P.T.A. planning from one school to another as well as the school responds to mothers is clear from the number of mothers attending the P.T.A. meeting. But to find out how much women administrators participated in P.T.A., the next interview question was asked:

"Who is responsible for P.T.A. planning? How?"

The answers were given by 16 administrators who represent 59% of the total number. These administrators are School Principals and supervisors, who said : The General Presidency of Girls' Education plan the meeting and notify us of the schedule. Meetings are usually held once a year. This tell us that women school administrators do not have any involvement in the P.T.A. programme,

so the next question was asked to find out if they were satisfied with the P.T.A. programme.

- "Are you satisfied with the method you are following in P.T.A. programmes in your school? Why?"

The answers which are given by School Principals for this question were grouped according to the similarity between one and another or to the differentiation. Table 20 will clarify these answers.

Table 20 Satisfaction with the Method followed in P.T.A. Programme

Number	Reasons
<u>Group 1</u>	<u>(26% of Interview Sample) Not Satisfied with the method followed in P.T.A. Programmes</u>
2	Because we don't have enough time to spend with mothers, especially as they don't gain anything new from attending.
1	Because there is no creativity or new ideas, it became a routine which must be changed by giving mothers courses to inform them about the message of school and its role in society.
2	Because schools must plan and create the method for P.T.A.
2	The method does not work, we cannot reach any aim during P.T.A. meetings, it looks more like a party than an educational programme.
<u>Group 2</u>	<u>(7% of Interview Sample) Satisfied with P.T.A. Programmes</u>
2	Because we used to invite selected numbers of mothers, such as mothers of very clever students and mothers of students who have a very limited ability of learning, so there is some flexibility by managing the meetings because the method is our creation, we only need permission for time and place.
<u>Group 3</u>	<u>(67% of Interview Sample) No Answers Given</u>
18	
27	

From Table 20, we can notice that Group 3 did not answer the question about satisfaction with method followed in P.T.A., because as they said, they are not involved in P.T.A. programme so only interviewed School Principals who are 9, answered this interview question, and 7 of them are not satisfied with the method used in P.T.A. programmes. What we found out is, since no communication is present between schools and mothers, this will affect the achievement of students negatively, because schools must discuss and seek reasons for students' absence, dropping out and repeating examinations. This situation of schools not contacting mothers, shows a weakness in administration. Some schools select mothers to be invited for P.T.A. such as mothers of very clever pupils and not so clever pupils. There is no attention given to the students of average ability. Mothers come with their small children, their friends and neighbours and treat the P.T.A. as a party or social gathering (according to some interviewed School Principals), therefore, they need to be taught about the importance of P.T.A. by a well-planned programme, and by TV educational programmes created especially for that purpose.

While mothers are present in the schools through the P.T.A. the administrators should create a good programme which would encourage them to keep in touch with schools. During the P.T.A., the speech which is given by the School Administrator is routine, welcoming mothers as its main subject and most administrators talk about nothing

else. The language which is used in the speech must not be in any way above the vocabulary level of some mothers so they will be able to understand everything that is said. Schools should create an interesting and friendly relationship with mothers to improve education in the country. Since the Office of Educational Supervision is directly responsible for directing School Principals, it will be reasonable for that office to take over the responsibility of planning P.T.A. meetings. But it must be kept in mind that educational supervisors cannot plan the P.T.A. programme unless they have well-organised meetings with the school teachers to gather necessary information and ideas as a first step in planning.¹

The information given about the relationship between schools and homes tells us that the women administrators are working only as implementors, not as planners, since they do not actively participate in P.T.A. That further indicates that the centralisation of administration in Saudi Arabia means that all authority is centred in one administration, and all directions given to schools are the same.

1. Al Afandi, M. The Educational Supervision, Cairo, 1981.

CHAPTER EIGHTEEN

Curriculum.

In Section One of this thesis, concerning Saudi women's educational background, the curriculum for girls' schools and its structure was discussed. Chapter Eighteen has been designed to clarify information about curricula as an important element of school management.

To understand how far women administrators go in making decisions, planning and suggestions, this section on curricula was designed to gather information about its planning role of women administrators in that area. Also to find out the difficulties administrators face in obtaining some opinions of female directors regarding the curriculum.

The following interview question will give an idea about the responsibility of curriculum planning.

- "Who is responsible for curriculum planning for your organisation?"

All school Principals gave the same answer, which was: "Administration Office of Curriculum and Research in the General Presidency of Girls' Education."

The answers were given only by college Deans who represent 11% of the total interview sample, School Principals who represent 33% and Chairwomen of college

who represent 11%. The others did not answer this question since they are administrators for different organisations such as supervision department of college registrars who are not responsible for this subject.

College Deans said in reply to this question, "We have a committee for suggesting curricula for girls. They are selected according to their qualification for each department. After they make their suggestions, we write to the Assistant President for Girls' Colleges, our suggestions for curriculum are studied by a special committee formed by men who are specialists who then set out the curriculum after they have made their decisions." The chairwoman said that the curriculum is formed by a special committee, and they do not contribute to it, but receive it directly from the General Presidency of Education. As Chairwomen, we only recommend books to be used as compulsory reading for the students instead of depending only on the outlines given in lectures.

To find out the women administrators' involvement in curriculum planning, the following interview question was asked.

- "What is your role in curriculum planning?"

Answers given by all administrators were similar, they said "No role at all". 54% only give suggestions for improving the timetable but that is not done very often and only when they are asked to, which leads us to

ask the next interview question.

- "If you have any role in curriculum planning, what do you do?"

68% answered "No role at all." The rest representing 32% said: "Although we have no role, we write our suggestions and send it to the General Presidency, such as weakness, needs, suggestions for adding or dropping some subjects or complaining of the length of some subjects." The fact that 68% said that they have no role to play in curriculum planning led us to ask the following question.

- "If you don't have a role in curriculum planning, please indicate the reasons."

For this question 19% said they have no role because of the nature of their work. These administrators are College Registrars and Heads of employees' officers. 48% of the total number said they don't have the authority to do that work, even if they send their suggestions, they may not be taken into consideration. 22% said they don't have any role in planning curricula because there are specialists for that purpose, but that does not prevent us participating by sending our suggestions. 11% have not given any reasons, and said they don't know.

To find out if there is any comment or suggestion from the interview the present curriculum and the following interview question will clarify these:

- "What do you think about the present curriculum for girls?"

Table 21 - Curriculum for Girls in women administrators' thoughts

No. of Respon	Reasons
13	<u>Group 1 - (48% of the interview sample)</u> <u>Positive answer given</u> Fitted and well planned.
2	<u>Group 2 - (33% of the interview sample)</u> <u>Negative answer given</u> Unorganised in some areas. Subjects unrelated and very long. Religious courses are very concentrated.
3	Subjects are good but unco-ordinated.
1	Arabic courses need to be re-studied to fit in with modern education.
2	Educational aids in sciences and social studies for high school students are very poor.
1	Mathematical books for secondary and high schools are poor in giving enough examples and explanations. There is a need for English Language to be included from Elementary level.
5	<u>Group 3 - (19% of the interview sample)</u> <u>Answered don't know</u> Don't know. (These administrators are head of employees affairs department and College Registrars).
27	

From Table 21, we have noticed that none of the administrators in the sample deal with the curriculum, either in planning or in suggesting and evaluating the curriculum, because the authority in the curriculum field is not given at all to the administrators, it is the responsibility of the Department of Curriculum and Research. Administrators should be involved in curriculum planning because they are the people who can realise the needs of students and the effectiveness of the curriculum for every educational level. Because the main aims of the supervision is to recognise the aims of the education, supporting the teacher we distinguish between the method of teaching and its aim of recognising the needs of the students, recognising the connection between one subject and another, and recognising the difficulty of the subjects to the students.

Curriculum planning is one of the women administrators' problems that needs to be studied to call for women administrators' participation as well as men since women and men are participating in education programmes equally.

Since the administrators in the sample are involved in school activities and work, they may have in mind some suggestions to improve girls' curricula, which will be clarified from the following interview question.

- "How could girls' curricula be improved?"

For this question, 11% of the total number said: "By

taking the opinions of girls' school supervisors into consideration". 30% said "By letting the teachers participate in the planning of the curriculum and taking their ideas into consideration". 7% said "By adding the English Language to the elementary curriculum by starting to teach this subject from the fifth grade instead of starting from the secondary level". 22% said "By adding physical education as a subject to all levels thereby giving students a break from more serious studies, and to enable them to relax their minds and relieve some anxiety." 19% said "pre-plan the curriculum then send it to schools to be studied and replan it again after taking all staffs' opinions into consideration." 11% said "Some reading books are not interesting for students, they have to be re-studied. Books must be supplemented by lots of educational aids to help the student understand them."

Physical Education is not included within girls' curricula at all levels of girls' education. The reason for this is unknown, but Physical Education is included in boys' education at all levels. The next interview question was asked to find out the reasons for not teaching this subject to girls and if any ideas could be suggested. In Section One of this thesis, a slight difference was indicated between boys' and girls' curricula. Physical Education does not exist as a subject in girls' schools, which leads us to ask the following interview question:

- "What do you think about teaching Physical Education to girls?"

The answers were clarified in Table 22 indicated as follows:-

Table 22 - Opinions about teaching Physical Education to Girls

Number	Reasons
<u>Group 1</u>	<u>(74% of interview sample) In favour of teaching Physical Education to girls</u>
20	Very necessary and important subject to be included as healthy minds need to exist in healthy bodies. The students must have fun and Physical Education will create a new and interesting environment for them. Girls' schools have been designed with a high fence, so nobody from outside (males) will see them whilst playing. Islam did not forbid Physical Education for girls so it is their right to have it.
<u>Group 2</u>	<u>(11% of interview sample) Not in favour of teaching Physical Education to girls</u>
3	No need since the General Presidency has not advocated it.
<u>Group 3</u>	<u>(15% of interview sample) No answer given</u>
4	No answer given
27	

From all the answers given to the questions in this section, we find that there is no participation from women administrators in preparing the curriculum plan. Also there are no replies reported from male administrators to any complaints about the curriculum teachers must therefore give their ideas, points of view about curricula.

From all the information given by the interviewed sample of Saudi women administrators about their involvement in curriculum and their suggestions, we can go back to Section One of the thesis about women's education in Saudi Arabia, where the curriculum was defined as: a course, especially regular course of study as at a school or university or more broadly as what happens to children in school as a result of what teachers do.¹

The curriculum is not the aspiration, but the achievement of all the planned experiences provided by the school to assist the pupils in attaining the designated learning outcomes to the best of their abilities. So the involvement of women administrators in planning for curriculum subjects which helps educationalists to reorganise student life according to the specific level of education, and since the success or failure of the organisation is the responsibility of the administrator who seeks the effectiveness of his management.

To conclude this research work, there is a last interview question which has been asked to find out what changes each administrator would like to make in girls' education:

1. Lawrence Stenhouse, An Introduction to Curriculum Development, Heinemann, London, 1975

"If you had the authority to make some changes within girls' education, what would you like to be able to do?

a) for your organisation?

b) for all girls' schools?

Table 23a. Changes wished within women's organisations

Number of Responses	Reasons
<u>Group 1 - (33% of the interview sample) No change suggested</u>	
9	Leave it as it is, no change needed.
<u>Group 2 - (67% of the interview sample) Some change suggested</u>	
3	Allow the academic staff to attend only during periods of work (lecturers, professors) so they would not be obliged to sign attendance and department registers, but should be left with the right to come only at the time when they give lectures.
6	Reduce my administrative responsibilities by distribution of authority for subjects according to specialisation.
7	Allowing flexibility in work and reduce some written procedures to make the work run smoothly and with no complications.
2	Making all decisions by myself with the participation of my workers.
27	

Table 23b. Changes wished for all girls' schools

Number of Responses	Reasons
<u>Group 1 - 70%</u>	
5	Allow all girls' schools staff to meet the education officers (men) face-to-face taking into consideration Islamic respect, by wearing Islamic dress. Allow discussion negotiation and solve all problems we are facing. This is because if women hide themselves this can lead to ineffective communication which affects decisions negatively.
2	Allow all girls' schools staff to meet education officers (men) through closed circuit TV so they can discuss all needs and problems.
2	Introducing the English Language to girls' schools starting from fifth grade in elementary schools instead of starting from the secondary level.
1	Providing each school with technical guidance for evaluating the work of teachers.
2	Cancelling the system of secret reports. Relying on self-evaluation for members of the teaching body, because of the lack of fairness in writing these reports.
2	Unite the curriculum for boys and girls.
2	Replan the division of work, preparing all administrators well. Not appointing any administrator unless she has a certificate or training in school administration. Not appointing any employee unless she has passed an examination relating to the post she holds.
3	Supply all schools with technological equipment such as computers, audio-visual aids and supply every school with specialist technical engineers for maintaining this equipment.
<u>Group 2 - (4% of the interview sample) No answer given</u>	
1	No answer given.
<u>Group 3 - (26% of the interview sample) No change suggested</u>	
7	No change. Everything is alright.
27	

From Tables 23a and b, we have found that there is a great need to improve communication. The work seems

unstable and very slow because of the division between men and women in the same organisation. There are some administrators who suggested a complete change for men by using women as a substitute. This again will not solve the problem of communication completely, because the higher level will still be in the hands of men. If we consider the change starting with the Presidency of Girls' Education, the substitute President, a woman, would face the same problem of communication with men at an even higher level, such as the Saudi Cabinet. But the idea of the other group who asked for meetings between men and women with respect for Islam's directions is more reasonable, although the first idea of giving the General Presidency of Girls's Education to women is not bad and could reduce the difficulties of communication. But since men exist in every society, we cannot deny their existence and we cannot work without them and vice versa. Therefore men and women are complementary to each other and they should work together in any way they can. The complaints of some administrators about cancelling the system of secret reports and to supply the schools with well trained administrators, showed a lack of qualified administrators in girls' schools. This problem could be solved very soon since the Government is giving great encouragement to girls' education in different fields and levels. We should not forget that the age of girls' education in the country is not very old, so 26 years is not enough to supply all the country with all specialist women for education, so we are still in the developing stage.

CHAPTER NINETEEN

Conclusions to the Survey

From looking at the answers given by the sample of Saudi administrators in girls' schools, we have noticed a highly negative attitude towards the higher administration and we have found that there is no connection between the theories of effective management and the Saudi women's administration for some reasons which could be:

1. The belief of society in men as the powerful sex and the right people to run matters, rather than women.
2. The high respect and trust of the society for men rather than women.
3. The authority which is given by Government to religious men to control girls' education by implementing Islamic Law and statements which say "men are overseers of women", therefore, they must control women's movements.
4. Centralisation of administration.
5. Autocracy in administration.
6. Weakness of qualification, the right person is not in the right place.
7. Scarcity of qualified women to be administrators, so most of the administrators are not qualified and even have not had any course in school administration, so therefore copy the way men behave in administration.
8. Girls' education is a recently created movement which needs more time to be improved.

9. Human relations are not given any importance whether among men and women or among women themselves.
10. Educational aids and information are almost neglected for administrators to take advantage of.

But these factors cannot in any circumstances have a negative impact on a modern administration. In fact, the administration must follow modern theories and scientific techniques, because to keep administration flexible and to improve its scientific development it must be considered as an Art, Science and profession.¹

According to Section Two of this thesis which talked about theories of effective management, Maslow's Hierarchy of Needs emphasised psychological needs, safety and confidence, sense of belonging and social activity, respect and appreciation and social status and self-realisation. These needs must be improved among the workers in order to motivate them to work hard by realisation of self-trust and self-worth, otherwise, workers cannot feel their importance as an effective element and yet they will affect the production negatively.

According to Barnard's theory of decision-making, he insisted on the equality between authority and responsibility, they must be in balance in order to motivate

1 Mursy, M., School Administration, Alam Al-Kutub, Cairo, 1971

workers to be involved in the decision-making procedures in the organisation. Simon emphasised co-operation of group workers in making decisions and avoiding individual decisions. Barnard emphasised co-operation between the leader and his employees as well, in respect of taking account of the environment of the organisation.

From the following findings, we can notice that the Saudi women's administration does not identify with the basic elements of the effective management. There are many poor areas lacking among Saudi women administrators such as :

Findings

1. From all the answers given, we found that the autocracy of the administrator (man) reflects negatively on women's administration. Men seem to be autocratic for two reasons, firstly, because of the way in which they dominate women and, secondly, because the administration is centralised by men whose actions are governed by their religious culture in the traditional manner, which negates the possibility for the administration to make any improvement, flexibility and development.
2. Ineffectiveness of decision-making, it is always done by one person.
3. Lack of effective human relations, every person works on his/her own without any co-operation with others.

4. We have found out that most of the administrators are not satisfied with the way their work is evaluated. They think administrators are not just, so the method of evaluation must be well planned for complete evaluation.
5. Inequality between authority and responsibility of the administrators which creates a kind of self-mistrust and feelings of being unrelated.
6. Unqualified administrators, the right person is not put in the right place.
7. Separation of men and women creates many problems such as a disability to discuss, exchange information, following and supervising.
8. The presence of women administrators who have higher academic qualifications than their Education Officer which could create more discrimination.
9. Lack of training courses to be given to the administrators.
10. We have noticed that the female administrators do not have qualifications in administration as a science, which shows there is a lack of specialist women in school administration. This could be one reason for the failure of the women's administration, and the low quality of the specialists with insufficient experience to help the administrator, as well as the desire of the administrator herself to be an administrator. She might not be satisfied with her work since it is far from her main area of study.

11. We have noticed that women's administration is superficial and characterised by fear and extreme caution because every question in the survey which was followed by WHY was answered without indicating the reason and making it clear. This could also indicate lack of experience and of understanding in addition to the extreme caution about entering into complexities which may cause problems.
12. Female administrators seemed to lack the desire to improve their knowledge of their subject as they did not read or follow information available. It is possible the administrator took her position purely for economic or social reasons rather than to improve and develop the administration.
13. From the other side, there are no books or magazines which are interesting enough to encourage the administrator to read.
14. P.T.A. programmes need to be replanned, because the method of P.T.A. is not equal to the aims of that programme.
15. Lack of women administrators involved in curriculum planning and a great need for physical education as a new subject for girls' schools to change the rigidity of girls' curricula and which would be a new step towards equality between boys and girls.

According to these findings, we have put some recommendations to be followed by Saudi administrations to try to improve Saudi women administrations. These recommendations are:

Suggested changes and recommendations

Women must meet men to discuss problems with them, taking into account the respect of Islam's directions, wearing long dresses and covering the head, avoiding accentuation of their attractiveness by wearing make-up. This will not harm women, but keep them in a safe place, giving them the ability to communicate and discuss.

Moderate education needs moderate people who are flexible and practical. It does not deal with the hidden half of the society. If women still hide from men and consider men as directors, planners and implementors, they will stay in their present level without any improvement for future education. Women should not always be in the same position and should not be used as a man's messenger and working under his control. Instead, they should work with men side by side and to that end women's attitudes must also change generally, which will enable both men and women to discuss, plan and work together because they are complementary to each other. The following points may be helpful for improving Saudi women's administration if they are taken into consideration. These points are:

1. Giving more authority to the women and establish a system which evaluates the person according to work performance rather than being male or female.
2. For simplicity of communications, the male administration in the General Presidency for Girls' Education

should be changed completely by replacing men with women, starting with the President, as in any other women's organisations, in order to help women administrators and staff to communicate with each other without any problem of isolation. However it must be faced that this may shift the problem up one level.

3. Another idea of lessening the complexity of communications between men and women is giving women a chance to have face-to-face meetings with men for discussion, negotiations, exchanging ideas and thoughts with respect for Islamic ideas by wearing long dresses, covering their hair, avoiding any attractiveness such as perfume and make-up. Islam did not prohibit any face-to-face meetings between men and women, but says "Say to Muslim women to avoid attracting attention, and say to Muslim men to look at them without the eyes of attraction," that means there is no harm for meeting but with the respect for Islamic legislation.
4. Raising the number of academically qualified Women administrators by encouraging school administration for Women to be studied as a major subject, in addition giving training courses in school administration for those who have not had any.
5. Giving concentrated courses for all administrators in human and social relations and their effect on the administration, that will reflect on communication to be improved.
6. Physical Education must be a part of girls' curricula,

to let girls feel they have equal rights with boys. Physical Education will create new social relations between girls and will affect their way of communication in future.

7. During the interview with the women administrators, it has been noticed that some of them have difficulty in speech, therefore, speech courses must be given to all students starting from high school level to encourage them to speak freely and clearly, which could improve communication in future.
8. Allowing school administrators to participate in curriculum planning. That will stimulate their thinking and communication with teachers by discussing and giving ideas.
9. Planning monthly meetings for school administrators according to a well-planned programme by grouping administrators according to the areas and level of schools. That will create a social environment, and will create a friendly relationship, as well as helping them in exchanging information, ideas, opinions and thoughts. These thoughts and ideas could be written in an organised form and sent to the General Presidency of Girls' Education to be written as a newspaper and displayed in schools.
10. Establishing a library for every school which contains educational books, magazines, newspapers and other information aids, and encourage women administrators to read by giving them reading hours and instructing them to write reports about every

new subject or idea which they have read to follow their reading activities.

11. Establishing magazines which relate to school administration and supervision. This could be planned by the Office of Educational Supervision.
12. Create a new form of reward and punishment, hiring or firing staff must be done according to the evaluations report. Suggest that every worker should write her own evaluation report, then send it to her Education Officer who may give his/her opinions and indicate her weakness and strength. That will create a kind of self-realisation for the worker and will give her a feeling of her Education Officer's trust. If the worker does not know her weaknesses, and keeps them secret, she cannot avoid them in future.
13. We have noticed that the teacher's career progresses by going to a higher level from teacher to Assistant School Principal, to School Principal, to Supervisor. This is considered as hiring, but in firing workers, she does not go down from a higher position to a lower one; this way must be implemented to prevent absenteeism and laziness, so the reward must be equal to the punishment.
14. We have noticed that the authority for the administrator is very small compared with the responsibility. So authority must be given even to the lower level of workers according to their abilities of accepting responsibility, otherwise, people might feel as if

they are unrelated to the group.

15. The visits of administrators to their workers does not happen very often, so there is a need for a well-planned programme for every administrator to enable her to divide her time between written work and field visits, to create a kind of group community.
16. The fun activities are absent in all girls' schools. These activities should take place to change environment, give the workers time to know each other, and yet it will improve communication by creating a friendly society.
17. Improving the position of workers by giving them information about their abilities and improvement.
18. Encouraging the vertical communication by giving workers the chance to understand any decision to be accepted.
19. Diligent study for expected problems not only the presented problems. That will help decisions to be made easily and without hesitation.

The Riyadh newspaper, dated 29th December 1983, in its 5667th issue and 2nd January 1984 in its issue no. 5671, reported about Girls' Colleges and Deans visits to the Palace of His Majesty King Fahad bin Abdul Aziz. His Majesty gave the staff (women) a warm welcome. He discussed with them all the problems which they have faced and all the difficulties and promised to ease everything for them. His Majesty had greatly encouraged girls' education and gave His readiness to help them. He

also gave a promise to establish a new project for girls' colleges to build a new complex and dormitories by giving part of the land at the old Riyadh airport, located in Sulaymaniya in the centre of Riyadh. His Majesty's discussion was proof of the Government's belief in women and their role in building society. The communication between His Majesty and the female college administrators was face-to-face, though of course the women were veiled in accordance with Islamic doctrine.

His Majesty requested specialists to participate by giving their suggestions to improve education. He encouraged higher education for women.

Conclusion

This could clear up the idea of giving permission to women to meet men for the necessity of work within the frame of Islamic tradition, since the government praises women's education and is giving a great deal of attention to an important part of the nation's future.

From the research we have done in this thesis, we have found out that the Saudi women's administration lacks flexibility, co-operation and equality between authority and responsibility. The higher administration is autocratic and there is poor communication between men and women because of the isolation between them. Some recommendations have been suggested to improve Saudi women's administration which is related in Section Two to theories of effective management.

APPENDIX. 1

Questionnaire and
Interview Schedule

Questionnaire Covering Letter

Dear Colleague,

Our Kingdom is seeing rapid growth and development in every field, including the field of girls' education. Out of a wish to encourage the progress of girl's education, which is sharing in the general progress of our country, I have chosen a subject for study:

"An Approach to Decision-making and Communication Among Women's School Administrators in Saudi Arabia," with the aim of obtaining a Doctorate in Education.

I would therefore ask you to be kind enough to reply to each question in full, so that together we can achieve improvements in education and teaching in our country.

With my warmest thanks and regards.

RAFEDA AL HARIRI

Questionnaire Form

SECTION ONE

Personal questions

1 - What is your academic qualification?

.....

2 - Your age is: Please circle the appropriate age-group.

20-29 30-39 40-49 50 -

3 - Years of experience? Please indicate type and pattern as well.

.....

.....

.....

4 - What is the title of your present position?

.....

5 - What do you do in your job?

.....

.....

.....

6 - In your present job, how did you get your experience?

Note: you may select more than one choice.

a) - by having training courses in School Administration.

b) - by work experience

c) - by reading administrative books

d) - by having the field of administration as your major subject.

d) - Other?

SECTION TWO

Inter-staff communication

7 - What does your leader communicate with you about?

.....
.....
.....

8 - What do you communicate with your leader about?

.....
.....
.....

9 - How do you communicate with your leader?

Note: you may select more than one choice. a) by telephone
Yes/No, (Please circle)

If yes, did you find it:

- i) very satisfactory way of communication.
- ii) satisfactory way of communication.
- iii) unsatisfactory because

.....

If no, why?.....

.....

b) - by writing? Yes/no

If yes, did you find it:

- i) very satisfactory way of communication.
- ii) satisfactory way of communication.
- iii) unsatisfactory because.....

.....

If no, why?.....

.....

- c) - by meeting ? yes/no
if yes, did you find it:
i) very satisfactory way of communication.
ii) satisfactory way of communication.
iii) unsatisfactory because.....
.....
if no, why?.....
.....

- d) - by close-circuit TV? yes/no
if yes, did you find it:
i) very satisfactory way of communication.
ii) satisfactory way of communication.
iii) unsatisfactory because.....
.....
if no, why?
.....

- e) - Others? Please indicate and give your opinion
about it.
.....
.....

10. What is the largest proplem that you face in comm-
unication :

- a) With your education leaders
.....
b) with your staff
.....

How will you solve these proplems ?

.....
.....

- 11 - Do you think communication between women School Principals and men in the Education centre of the Higher Administration could be improved?
Yes/no/Don't know. Please indicate the reason.

.....
.....
.....
.....

SECTION THREE

- 12 - Is your authority equal to your responsibility within your school? Yes/No/Don't know.

If yes, how?

If no, why?.....

- 13 - Which level of decision-making do you have in the areas 1 - 9 below?

Note: Please clarify your answers by writing below if necessary.

- a) - I have authority to make the final decision
b) - I must refer to my leader
c) - I must refer to my staff

- 1 - Hiring and firing staff ☐a ☐b ☐c
2 - Planning for school budget ☐a ☐b ☐c
3 - Planning for P.T.A. ☐a ☐b ☐c
4 - Changing the curriculum by adding or eliminating a subject ☐a ☐b ☐c
5 - Limitation of number of students within your school ☐a ☐b ☐c
6 - Reward payment for selected staff ☐a ☐b ☐c
7 - Employees leave of absence ☐a ☐b ☐c
8 - Scheduling for final examination ☐a ☐b ☐c
9 - Others?

.....
.....
.....

Example:

14 - If you wanted to limit the number of new students in your school, for some reason like lack of teaching staff, what is your role? Please circle one.

- a) - you have the authority to make the final decision yourself.
- b) - you give your primary decision to your leader and he makes the decision.
- c) - you don't have the authority to make such a decision yourself, but your responsibility is implementing and following the decision-maker.
- d) - your opinion will be called for before making a decision.
- e) - your opinion will be called for after making a decision.
- f) - you take the staff's opinions inside your organisation and then you make the decision in the light of that.

Note: if your answer is (d) is it taken into consideration?

- a) Always.....because.....
- b) Sometimes....because.....
- c) Never.....because.....

If your answer is (c) what do you think the reason is?
.....

15 - If you have the authority for making a decision yourself for any topic in your organisation such as ordering new equipment for your school what do you base your personal decision on? Please tick (you can select more than one choice).

- a) - past experience
- ☐ Yes, because.....
- ☐ No, because.....

b) - exact working of the rules and regulations.

- ☐ Yes, because.....
- ☐ No, because.....

c) - opinions of colleagues who have past experience of the subject under decision.

- ☐ Yes, because.....
- ☐ No, because.....

d) - Discussing your decision with your leader to get his primary agreement before making the final decision.

- ☐ Yes, because.....
- ☐ No, because.....

e) - call your employees to a meeting to listen to their points of view.

- ☐ Yes, because.....
- ☐ No, because.....

f) - Other ways?

16 - When making a management decision, do you follow a scientific method such as specifying goals, analysing problems, putting substitutes and testing the results, etc.?

Yes, because.....

No, because.....

Don't know.....

17 - Do you have any difficulties in making daily decisions?

Yes/No/Don't know

If your answer is yes, please give details.

.....

.....

.....

SECTION FOUR

Information and aids for School Management

18 - Do you get information about School Management from:

a) books Yes ☐ No ☐

If yes, please give details and indicate the name of
one or more books you have found useful.

.....
.....

If no, why? Please indicate reasons.

.....
.....

b) magazines Yes ☐ No ☐

If yes, please give details and indicate the name of
one or more magazines you have found useful.

.....
.....

If no, please indicate reasons.

.....
.....

c) newspapers Yes ☐ No ☐

If yes, please give details.

.....
.....

If no, please indicate reasons

.....
.....

d) other sources Yes ☐ No ☐

Please give details

.....
.....

INTERVIEW QUESTIONS

General Questions

- 1 - How many students do you have in your school?
- 2a - How many academic staff do you have in your schools?
- 2b - Other staff?

Communication

- 3 - If you are facing some communication problems within your school or organisation, what kind of communication problems are they? with your staff? with your Education Officer?
- 4 - Do you exchange information between your school and other schools? If yes, what sort of information? How?
- 5 - Does training for administrators affect the communication method? How?
- 6 - Should the administrator have training courses to improve communication? How?
- 7 - How do you communicate with the G.P.G.E.?
- 8 - Do you have any communication problems with the General Presidency? If yes, what sort of problems?
- 9 - Does the division between males and females affect communication between schools and the General Presidency? If yes, how?
- 10 - How do you communicate with mothers?
- 11 - Do you have any problems about communication with mothers?
- 12 - Who is responsible for P.T.A. planning? How?
- 13 - Are you satisfied with the method you are following in P.T.A. programmes in your school? Why?

Authority and Responsibility

- 14 - How do men who are involved in central administration react to your school's needs?

- 15 - If you had the authority to make some changes within girls' education, what would you like to be able to do?
- a) - for your school?
 - b) - for all schools?

Curriculum

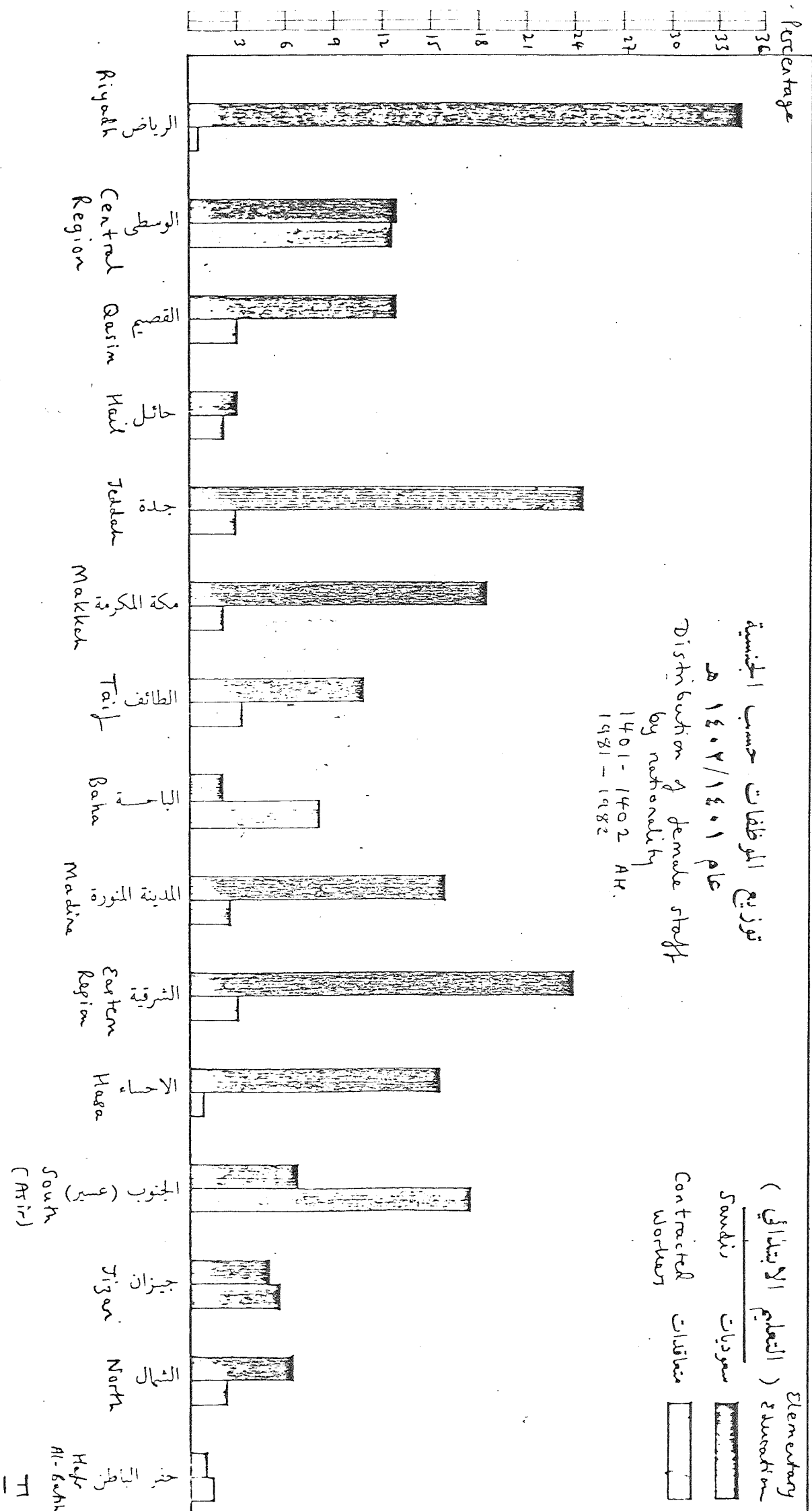
- 16 - Who is responsible for curriculum planning for your organisation?
- 17 - What is your role in curriculum planning?
- 18 - If you have any role in curriculum planning, what do you do?
- 19 - If you don't have any role in curriculum planning, please indicate the reasons.
- 20 - What do you think about the present curriculum for girls?
- 21 - How could girls' curricula be improved?
- 22 - What do you think about teaching Physical Education for girls?

Work Evaluation

- 23 - How do you evaluate teachers' individual work within your organisation?
- 24 - Who evaluates your work? How?
- 25 - Are you satisfied with the method of evaluating your work?

APPENDIX. 2

Figures and Tables



Cycle

1981 - 1982

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



FIGURE 2
- 437 -

Source: The First Statistical Book, Saudi Arabia, General Presidency for Girls' Education, 1981-1982

ELEMENTARY
CYCLE

ADMINISTRATORS AND TEACHERS
1401 - 1402 AH
1981 - 1982

SAUDIS AND CONTRACTED
WORKERS

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Source: The First Statistical Book, Saudi Arabia, General Presidency for Girls' Education, 1981-1982

1981 - 1982

ON CONTINUED WORKERS

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



FIGURE 5

- 440 -

Source: The First Statistical Book, Saudi Arabia, General Presidency for Girls' Education, 1981-1982

STRUCTURE OF
INTERIOR ADMINISTRATIONS OF GIRLS' COLLEGES - 1980/81

(Directed by Males)

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Source: Department of Statistics, General Presidency for Girls'
Education, Riyadh, 1980

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

3

nera
ache
ogra

nera
cond
ucat

nera
ucat
atis

ucat
min.
te S

min.
ucat
rvic

SOURCE: Department of Statistics, General Presidency for
Girls' Education, Riyadh, 1980-1981

TABLE A

Teaching Staff, Number of Schools, classes and students in Saudi Arabia 1970-1983

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Source: Kingdom of Saudi Arabia, Achievements of the Development Plans, 1970-1983
Ministry of Planning, Saudi Arabia

TABLE B

Annual Rates of Growth of Education for Females
(1970-71/1982-83)

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Source: Kingdom of Saudi Arabia, Achievements of the Development Plans, 1970-1983
Ministry of Planning, Saudi Arabia

TABLE C

SAUDI UNDERGRADUATES; AND ALL GRADUATES,
WITHIN THE KINGDOM; BY SUBJECT, 1981-82---

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Source: Ministry of Planning, Education and Training
in the Fourth Plan Period, Riyadh, 1983.

TABLE D

(PART I)

Growth of Students (Girls) during the 19 years
1963/64 - 1981/82

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Source: G.P.G.E. Administration of Statistics,
The Summaries of Survey 1981/1982 Riyadh.

TABLE D

(PART 2)

Growth of Students (Girls) during the 19 years
1963/64 - 1981/82

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Source: G.P.G.E. Administration of Statistics,
The Summaries of Survey 1981/82 Riyadh.

TABLE E

Students by Colleges (1969-70 and 1979-80)

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Sh.

continued

TABLE E (Contd.)

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Resource: S.A. G.P.G.E. Department of Statistics, The Fourth Statistical Year Book, 1981/82.

LESSON PLAN FOR SECONDARY SCHOOLS (GIRLS)

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Source: Dr. Abdul Wassi, A., The Education in Saudi
Arabia, Tuhama, 1983

LESSON PLAN FOR ELEMENTARY SCHOOLS (GIRLS)

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Source: Dr. Abdul Wassi, A., The Education in Saudi
Arabia, Tuhama, 1983

TABLE H

THE NEEDS OF CHILDHOOD IN SAUDI ARABIA

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Source: Dr. Abdullah Saleh Al-Bunayyan and
Dr. Assayed Ali Shatta, University of Riyadh, 1979

The Progression of Girls' Schools in Saudi Arabia, from 1960-1973

Elementary Level

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Source: Abdul Wassi A: The Education in Saudi Arabia, Tuhama,
Riyadh, 1983.

The Progression of Girls' Schools in Saudi Arabia from

High School Level (Girls)

1960-1973

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Dr. Musleh A: Educational Policies in Saudi Arabia,
Riyadh University, 1974

TABLE K

The Progression of Girls' Schools in Saudi Arabia from 1968-1973

Teacher Training Institutes (High School Level) (Girls)

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Dr. Musley, A. Educational Policies in Saudi Arabia,
Riyadh University, 1974 - p.19-20

The Development of University students in the year 1957/58 until 1973/4.

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Dr. Afandi, M. Social and Economic Influences and women's
Education, Dar Al-Uloom, Riyadh, 1983, Table 14, p. 125

TABLE L

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Source: The Fourth Statistical Year Book, 1981-82, by the General
Presidency of Girls' Education, Riyadh.

The Procedures for Scientific Technique of Decision-making

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Resource: Dr. Ali Abdulwahab, Decision-making in Saudi Arabia,
Institute of Public Administration, Riyadh, 1979

Percentage of Saudi Managers who follow the Scientific Technique
of Decision-making and thos who don't with two groups.

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Saudi Arabia P.58)

Percentage of managers who follow the Scientific Technique
and those who don't follow it in solving the problem within
two groups

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



(Source - Dr. Ali Abdulwahab - Decision-making in Saudi Arabia
1979, Institute of Public Administration.

PROBLEMS OF DECISION - MAKING IN SAUDI ARABIA

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Source: Dr. Ali Abdulwahab, Decision-making in Saudi Arabia, 1979, p.122
Institute of Public Administration, Riyadh,

TABLE S

Number of Students and Staff of the Interviewed Sample

DIAGRAM REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



TABLE T

Qualifications of the Questionnaire Sample

PHD--- No. Subject	Master Degree No. Subject	Bachelor Degree No. Subject	High Sch. Dip. No.	Sec. Sc No.
1 Sch. Admin. Total 1	2 Social Studies 3 History 1 School Admin. 2 Educa- tion	7 Maths 8 Sciences 4 History 6 Manage- ment Sci. 6 Education 1 Accounting 5 Social Studies 4 Islamic Studies 1 Legisla- tion 1 Engineer- ing 4 English Lit. 1 Internation- al Geography 4 Law Total 52	8 Total 8	1 + Trainin Courses for Edu cationa aids.
GENERAL TOTAL 70				

Years of experience that the Questionnaire Sample Have

No. of School Principals	No. of Super- visors	No. of Amin- istrators	No. of Deans & Ass. Deans	Yrs of Exper- ience	Type & Pattern
6	-	-	-	4	Teaching
1	-	-	-	14	5 yrs teaching + 3 yrs Ass. Principal + 6 yrs Sch. Princ.
5	2	-	-	1	Teaching
6	3	-	-	2	Teaching
3	1	-	-	7	Sch. Admin.
-	4	-	-	16	Sch. Supervisor
2	3	-	-	8	Teaching + Sch. Administration
-	-	2	-	3	Administration
-	-	1	-	3	Counselling
-	-	-	1	5	Lecturing at Univ. + 2 yrs registrar at Girl's college
-	-	1	-	9	Librarian
-	-	-	1	3	Lecturing
-	-	-	1	11	Lecturing & head dept. admin.
4	-	-	-	3	Teaching & Principal Assistant
-	-	1	-	11	Admin. Employment Affairs Dept
-	-	1	-	8	Administration
-	2	-	-	25	9 yrs. School admin. + 16 yrs supv
-	1	-	-	27	Sch. Supervision
-	4	-	-	31	Teaching + School Admin. + Supv.
-	4	-	-	18	Teaching + School Admin + Sch. Supv
-	3	-	-	15	Sch. Admin + Supv.
-	-	4	-	24	Teaching + Admin.
-	3	-	-	22	Teaching + School Admin. + Supv.
Total 70					

Age and years of experience of Saudi women Administrators (questionnaired sample)

Comparative table between Table ~~U~~ and Table U

No. of School Principals	Age	Yrs of Experience	No. of Supervisors	Age	Yrs of experience	No. of Deans & Asst.Deans	Age	Yrs of Experience	No of Admin.	Age	Yrs of experience
6	20-29	4	2	20-29	2	1	30-39	5	2	20-29	3
1	20-29	14	1	30-39	2	1	40-49	11	1	30-39	3
3	20-29	1	2	30-39	1	1	20-29	3	1	20-29	11
2	30-39	1	1	30-39	7	-	-	-	1	30-39	11
6	20-29	2	1	30-39	14	-	-	-	1	20-29	8
2	20-29	7	3	40-49	16	-	-	-	3	40-49	24
1	30-39	7	-	-	-	-	-	-	1	-	24
2	30-39	8	1	20-29	8	-	-	-	2	40-49	22
3	20-29	3	2	40-49	25	-	-	-	-	-	-
1	30-39	3	1	30-39	8	-	-	-	-	-	-
-	-	-	1	50-	27	-	-	-	-	-	-
-	-	-	3	40-49	23	-	-	-	-	-	-
-	-	-	1	50-	31	-	-	-	-	-	-
-	-	-	3	30-39	18	-	-	-	-	-	-
-	-	-	1	40-49	18	-	-	-	-	-	-
-	-	-	2	30-39	15	-	-	-	-	-	-
-	-	-	1	40-49	22	-	-	-	-	-	-
-	-	-	1	40-49	15	-	-	-	-	-	-
-	-	-	1	-	18	-	-	-	-	-	-
Total 27			Total 28			Total 3			Total 12		
Total 70											

Level of Authority in Decision-making - Among Saudi women Administrators

No. of Admin.	Position of the Administrators				Number Chosen	Level of Authority	Others
	Princ.	Sup.	Dean + Asst. Dean	Admin.			
12	11	-	1	-	2,5,4,8	b	Co-ordin- ation to make edu- cational competi- tion be- tween stu- dents.
17	1	11	1	4	6,7	b	-
3	3	-	-	-	2,3,6,7,8	b	-
3	2	-	1 (Ass. Dean)	-	7,5	a	-
15	2	9	-	4	7	a	-
2	1	1	-	-	1,4	b	limitation of teach- ing hours for teach- ers.
4	4	-	-	-	3	c	Giving op- inions only
8	2	4	-	2	1,7,6	b	-
6	1	3	-	1	1,6	b	-
Total 70	Total 27	Total 28	Total 3	Total 12			

Key for Number chosen and level of authority

a= Having the authority to make the final decision
b= Must refer to my leader
c= Must refer to my staff.

- 1- Hiring and firing staff
- 2- Planning school Budget
- 3- Planning PTA
- 4- Changing the curriculum by adding or eliminating subjects
- 5- Limiting the number of new students within my organisation.
- 6- Payment reward for selected staff.
- 7- Employees' leave of absence.

Type of Admin	No. of Admin	%	Statement Chosen	Reason for Statement (C)	Reason for Statement (b)	Total Statements Chosen
1 Dean 14 School Principals 1 Ass. Dean	16	23	b,c	No authority		a = 2
19 School Supervisors 1 College Registrar 2 School Principal	22	31	b	-	-	b = 53
1 Head Acadimic Dep. 3 College Administrators	4	6	b,c,e,f.	No reaction when Education Officer looks at it with satisfaction.	-	c = 33
2 Head of Educational Supervision Dep. 1 School Principals.	3	4	b,d,f	-	2(d) No authority at all because of centralisation. 1 (e) Autocracy 1 No reason given	d = 16 e = 4 f = 10
1 Head of employees office 2 School Supervisors	3	4	d,c,f	-	a (c) dissatisfied with Education Officer.	
1 College registrar 1 Head of Supervision Dep. 2 Councillor	8	12	b,d	-	5 (a) To gather information & opinions before making any Decision. 2 (b) to know our reaction to the decision before it is made. 1 (b) to let us feel that we participate in decision making.	
9 School Principals 1 College admin.	10	14	c	6. No trust. 3. The Education Officer is Highly autocratic 1. Centralisation		
1 Translator 1 College admin.	2	3	a	-		
1 Dea 1 School Principal	2	3	d	-	2 (c) No democracy.	

Total 70

100

Key Words - Next Page

Table X

Key for statement chosen

- a= I have the authority to make the final decision myself.
- b= I give my primary decision to my leader and he makes the decision.
- c= I don't have the authority to make such a decision at all, my responsibility is implementation and following decision-making.
- d= My opinion will be called for before my leader makes a decision.
- e= My opinion will be called for after my leader makes a decision.
- f= I take the staffs opinions inside my organisation and then I make the decision in the light of that.

BIBLIOGRAPHY

1. Abdul Wahab, A. Disabilities of Communication among Groups. Riyadh: Institute of Public Administration, 1978.
2. Abdul Wassi, A. The Education in Saudi Arabia. Tuhama: 1983.
3. Abu Rukba, Operational Research, Dar Al-Shurock, Jeddah, 1978
4. Al Bunayyan, A., and Shatta, A. Childhood needs in Saudi Society. University of Riyadh, 1979.
5. Abdulrahman Al-Sawada. Najd in the Recent Past. Dar Al-Uloom: Riyadh, 1983.
- 6.. Abdul Wahab, A. Decision-making in the Kingdom of Saudi Arabia. Riyadh: Institute of Public Administration, 1979.
7. Al-Bassam, I. Higher Education for Women in Saudi Arabia. Research Report, Int. J. Education Development. Vol.4, No.3, 1954.
8. Al-Afandi, M.H. Social and Economical Effects and Women's Education. Dar Al-Uloom: Riyadh, 1983.
9. Al-Afandi, H. Educational Supervision. Cairo: Alam Al-Kutub, 1951.
10. Abdul Rauf, M. The Islamic View of Women and Family. New York: Speller, 1977.
11. Al-Muneef, I. The Administration, Concept, Principles and Duties. Riyadh: Dar Al-Uloom, 1983.
12. Al-Muneef, I. Management Qualifications and Effectiveness. Riyadh: Institute of Public Administration, 1979.
13. Al-Bunayyan, A., and Shatta, A. Childhood Needs in Saudi Arabian Society. First Report: University of Riyadh, 1979
14. Allaky, M.A. The Management, Analytical Study for Functions and Decision-making. Riyadh: 1981.
15. Aissa, A. Policy of Education in the Kingdom of Saudi Arabia. Dar Allewa: 1979.

16. Alzied, A. The Education in the Kingdom of Saudi Arabia. Nadi Mecca Althakafi. Al-Arabi: 1984.
17. Abdul Fattah, H. General Administration, Cairo, 1972.
18. Amidon, J., and Flanders, N. The Role of the Teacher in the Classroom. Association for Productive Teaching. St. Paul, Minnesota: 1971.
19. Assaf, M. Principles of Management. Cairo: Dar Al-Nahser Al-Arabi, 1976.
20. Asa S. Knowles. Ed.-in-Chief. The International Encyclopaedia of Higher Education. Vol. 8, London: Jossey-Bass Publishers, 1977.
21. Al Mani, M. and Al-Sabit, Cultural Policy in the Kingdom of Saudi Arabia. Unesco, 1981.
22. Al-Sharif, A.S. Geography of the Kingdom of Saudi Arabia. Part One. Cairo: Dar Al-Fikir Al-Arabi, 1982.
23. Al-Mukhtar, S. Aldean. History of Saudi Arabia. Beirut: Dar Maktabet Al-Hayat, 19
24. Ali, P.S. Status of Women in the Muslim World. Ph.D. of Lincoln's Inn, Barrister at Law. Lahore: 1975.
25. Al-Fakahani, H. The Modern Arabic Encyclopaedia, Cairo: Arabic House of Encyclopaedia, 1966.
26. Aun, K.A., The Woman in Islam, Dar Al-Uloom, Riyadh, 1953.
27. Amarah, M. Islam and Women in the Philosophy of Muhammed. Al-Thaqafat Al-Arabiyah, Cairo, 1975
28. Beck, L., and Keddie, N. Women in the Muslim World. Cambridge, Mass: Harvard University Press, 1978.
29. Becker, S., and Neuhauser, D. The Efficient Organisation. New York: Elsevier, 1975.
30. Berelson, and Steiner, G. Human Behaviour, An Inventory of Scientific Findings. New York: Brace and World, Inc., 1964.
31. Bayham, M.J. Women in Islam and the Western Civilisation. Beirut: Dar Al Taliea, 1980.

32. Barnard. The Functions of the Executive. Cambridge, Mass.: Harvard University Press, 1938.
33. Cherry, Colin. On Human Communications, A Review, a Survey and Criticism. 2nd Edition. Cambridge (Mass): M.I.T., 1966.
34. Carvet, F.D. Thomas J. Serjiovanni: Organisations and Human Behaviour, Focus on Schools. McGraw-Hill, 1969.
35. Carron, I. How to Stop Men Making up Their Minds, in Hellepela, D., and Slecum, Management in the World Today. (Reading-Addison Wesley), 1975.
36. Eggleston, J. Teacher Decision-making. Ward Lock, 1980.
37. Fayol, H. General and Industrial Management. New York: Pitman Publishing Corp., 1949.
38. Goetzenger and Valentine. Problems in Executive Inter-personal Administration. Vol.27, No.2, March-April, 1964.
39. Goldsmith, D. and W. Clutterbuck. The Winning Streak. Penguin, 1984
40. Hamza, M. and Khalil, R. Administrative Behaviour. Jeddah: Dar Al Majma Alulma, 1978.
41. Hannosh, Z. Administrative Behaviour. Institute of Public Administration, Riyadh, 1971.
42. Hicks, H. The Management of Organisations; a Systems and Human Relations Approach. McGraw-Hill, 1979.
43. Hughes. Leadership in the Management of Education. Commonwealth Secretariat, London, 1981.
44. Hall, R. Organisations, Structure and Process. (Englewood Cliffs: Prentice Hall) ,1972.
45. Adair, John. Effective Decision-Making. Pan Business Management, 1985
46. Johar, S.A. Introduction to Administration and Organisation of Education. Cairo: Dar AlThakata, 1974.

47. Khattab, M. Behaviour of the Effective Manager. Institute of Public Administration. Riyadh, 1979.
48. Katz and Kahn. The Social Psychology of Organisations. New York: J. Wiley, 1966.
49. Landers, Thomas J., and Myers, Judith G. Essentials of School Management. W.B. Saunders Company, 1977.
50. Lawrence, P. and Lorsch, J. Organisation and Environment. Cambridge, Harvard University, 1967.
51. Lawrence, P. and Greiner. Organisational Change and Development. Homewood Irwin, 1970.
52. Levy, Reuben. The Social Structure of Islam. Cambridge, University Press, 1957.
53. Marks and Kings Stoops. Handbook of Educational Supervision. Boston, London: Allyn and Bacon, 1978.
54. Mayo, E. Social Problems in Industrial Civilisation, New York, 1945.
55. Maslow, Abraham, H. Motivation and Personality. New York: Harper and Row Publishers, 1970.
56. Mursy, M. School Administration. Cairo: Alam Al Kutub, 1971.
57. Mursy, M. Management and Organising the Public Education. Cairo: Alam Al Kutub, 1974.
58. Mahther, H. The New in School Administration. Jeddah: Dar Al Sheruk, 1983.
59. Musleh, A. Educational Policies in the Kingdom of Saudi Arabia. University of Riyadh, 1974.
60. Mazheraddin, M. Women in Islam. The Institute of Islamic Culture, Pakistan, 1959.
61. Mancaruse, R. Modern School Administration. Cairo: Maktabet Al Englo Al Masrea, 1970
62. Mintzberg, H. Structure in Fives: Designing Effective Organizations. Prentice-Hall International, 1983

63. Newell, C.A. Human Behaviour in Educational Administration. Prentice Hall, 1978.
64. Nakasteen, M. History of Islamic Origins of Western Education. Boulder: University of Colorado Press, 1964.
65. Naila Minai. Women in Islam - Tradition and Transition in the Middle East. London: John Murray, 1981.
66. Parveen Shankat Ali. Status of Women in the Muslim World. Ali M.A. MLitt, 1975.
67. Post, C. School Decision-making. Heinemann, 1976.
68. Peter, T.J. and Waterman, R.H. In Search of Excellence J.R. Hoper and Row, 1982
69. Rogers, E.M. and Ayarivala-Rogers, R. Communication in Organisation. New York: The Free Press, Macmillan, 1976.
70. Stenhouse, L. An Introduction to Curriculum Development. London: Heinemann, 1975.
71. Simon. Administrative Behaviour. MacMillan, 1951.
72. Saman, W. and Mursy, M. The Modern School Administration. Cairo: Alam Al Kutub, 1975.
73. Sulayman, A. Strategy of Management in Education. Cairo: Maktabet Al-Englo, Al Masrea, 1978.
74. Niblock, Tim. State, Society and Economy in Saudi Arabia, James Bachan Scholar, 1982.
75. Thayer. Communication and Communication Systems in Interpersonal Relations. Homewood Irwin, 1968.
76. Thierauf, Robert, Klekamp and Geeding. Management Principles and Practices. New York: John Wiley and Sons, 1977.
77. Walker, R. and Adelman, C. A Guide to Classroom Observation. Methuen and Co. Ltd., 1975.

OTHER REFERENCES

1. Arab League; The Arabian Organisation for Education and Sciences, Management of Education, The final report and recommendations of the specialist Arabs meeting, Baghdad, 1974, published by: Alhayai Alamma Leshuoon Almatabi Al Amerien, 1975.
2. Communication Magazine, Vol. 3, No.3, 1969.
3. Colliers' Encyclopaedia, Education in Saudi Arabia.
4. Department of Statistics, G.P.G.E., The First Statistical Book, 1981/82. Saudi Arabia
5. Department of Statistics, G.P.G.E., The Fourth Statistical Book, 1981/82. Saudi Arabia
6. Department of Higher Education in Saudi Arabia, Statistics of Educational Programmes in Saudi Arabia, Riyadh, 1981.
7. G.P.G.E. Administration of Statistics, The Summaries of Survey, 1981/1982. Saudi Arabia.
8. G.P.G.E. Department of Planning, Kingdom of Saudi Arabia, Map of Structure Hierarchy for Inferior Administration in G.P.G.E., Riyadh, 1983/84
9. Girls' Colleges, Riyadh, Informational Timetable, 1983
10. Institute of Public Administration, Research, Scientific Seminar about Techniques and Methods in Decision-making, Riyadh, 1980
11. Ministry of Higher Education in Saudi Arabia, Atlas of Saudi Arabian Population, 1981-82, Riyadh.
12. Ministry of Planning in Saudi Arabia, Education and Training in the Fourth Plan Period, 1983. Riyadh.
13. Ministry of Planning, Achievements of the Development plans (1970-1983) Kingdom of Saudi Arabia.

14. Ministry of Finance and National Economy of Saudi Arabia, Department of General Statistics, General Census of Population, 1977. Saudi Arabia.
15. Ministry of Planning, Research and Statistics Department, 1976. Riyadh.
16. Ministry of Higher Education in Saudi Arabia, Development of Higher Education in Saudi Arabia, 1981.
17. Ministry of Planning, Report following the development plan, information and following K. of S.A. second year, 1982, Girls' Colleges.
18. Riyadh Newspaper, No. 5669, December 31st 1983, No. 5671, 2nd January 1984 and No. 5667, 29th December 1983. Riyadh, Al-Yammama Est. Press.
19. The Holy Quran.
20. The sayings of the Prophet Muhammed.
21. The Encyclopaedia of Education, Volume 8, Macmillan and Free Press.
22. UNESCO, Compulsory Education in Arab States, (Studies on Compulsory Education XVI)
23. World's Encyclopaedia, S.A. Education.